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ABSTRACT

The purpose of this project was to strengthen consumer and homemaking education programs in New Jersey by increasing the competence of home economics educators to meet the needs of school-age pregnant and parenting students through their programs. The objectives of the project were: (1) to field test a curriculum designed for school-age pregnant and parenting students; (2) to develop a final draft of the curriculum using input from 14 home economics educators who participated in the field test (their written and oral input were compiled into an evaluation report that was used to revise the guide); and (3) to disseminate the revised curriculum to home economics educators in the State of New Jersey. The document is organized into six sections: (1) assessed need; (2) management plan (goal, objectives, activities); (3) implementation (duration of project, consultants, curriculum guide); (4) personnel; (5) sex equity; and (6) evaluation. Appendices, which comprise 90 percent of the document, provide a list of project staff, consultants, meeting agendas, field-test teachers, registration forms, recruitment procedures, publicity, evaluation reports and evaluation instruments. (LL)

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FINAL REPORT ON:

# FIELD TEST OF CURRICULUM FOR SCHOOL-AGE PREGNANT STUDENTS AND SCHOOL-AGE PARENTS

CONTRACT NO: 88002178 FY 1989

CONDUCTED BY: Department of Home Economics
Glassboro State College
Glassboro, NJ 08028-1755

SUBMITTED BY: Dr. Lois L. Winand
Project Director and Chairperson
Department of Home Economics
Glassboro State College
Glassboro, NJ 08028-1755

and

Dr. Vivian Gunn Morris
Project Coordinator
Education and Management Consultant
Family Care Associates
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DURATION OF PROJECT: September 1, 1988 - June 30, 1989

DATE: June, 1989

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SP034447

## PROGRAM IDENTIFICATION

COUNTY CODE: 15 Gloucester

LEA CODE: 00SC Glassboro State College

PROGRAM CODE: E - Consumer and Homemaking Education

CONTRACT NUMBER: 88002178 FY 1989

PROGRAM NAME: Field Test of Curriculum For School-Age Pregnant Students and School-Age Parents

## ABSTRACT

### DESCRIPTION OF PROJECT

The purpose of this project was to strengthen Consumer and Homemaking Education Programs by increasing the competence of home economics educators to meet the needs of school-age pregnant and parenting students through their programs. The objectives of the project were to:

- o Conduct a field test of a curriculum designed for school-age pregnant and parenting students.
- o Develop the final draft of the curriculum using input from home economics educators who participated in the field test.
- o Disseminate the revised curriculum to home economics educators in the state.

Fourteen home economics educators from the three regions in the state field tested/validated the curriculum from September 30, 1988, through December 2, 1988. Their written and oral input were compiled into an evaluation report that was used by the writers, coordinator and editor to revise the guide. The completed guides will be distributed to home economics educators by the staff of the Division of Vocational Education, New Jersey Department of Education.

The director, project coordinator and five consultants were hired to carry out the objectives of the project. The project began on September 1, 1988, and ended June 30, 1989.

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PROJECT TITLE: FIELD TEST OF CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

## I. ASSESSED NEED

The purpose of this project was to strengthen Consumer and Homemaking Education Programs by increasing the competence of home economics educators to meet the needs of school age pregnant students and school age parents through their programs.

The need to develop effective programs for school age students and parents has been well documented at the state and national levels. The Children's Defense Fund reports that, "in large public school districts in our major cities, where the greatest majority of students come from poor families, drop out rates frequently exceed 40 percent. Youths who are poor and have weak basic skills are also more likely to suffer further problems of early and unmarried parenthood."(1) The Children's Defense Fund further reports, "if we are to help reduce numbers of youths who are through these behaviors, seriously reducing their chances of adult self-sufficiency, we will have to address our children's unmet needs...at every step of their development.

- At every stage they need the food, shelter, and health care that will allow them to survive and thrive, to perform their "jobs" of learning and growing.
- As school children they need an educational environment that encourages them to stay engaged in learning and at the appropriate grade level, and structured, supervised programs after school and during summer months that not only occupy their time but challenge their minds and bodies.
- As teens they need a broad range of experiences, exposures, and relationships with adults that will build their self-esteem, extend their vision beyond neighborhood boundaries, continue their education, and expand their knowledge of the challenges of the skills required in the world of work."

(1) A Children's Defense Budget. Children's Defense Fund, 1987.

In a recent study of the needs of pregnant and parenting adolescents in New Jersey, No Easy Answers, the following findings were noted (2):

- Ten percent of all infants born in New Jersey in 1984 were born to adolescents age 19 or younger. In 1983, 73% of these adolescents were single.
- In 1984, 10,294 infants were born to mothers 19 years old or younger and a disproportionate number of these teenage births were to non-white adolescents.
- An estimated 30,000 New Jersey teens would become pregnant in 1986.
- The majority of the teenagers who give birth choose to keep their babies rather than place them for adoption and will raise their children as single parents.
- Adolescent pregnancy is clearly related to poverty. Rural, predominately white Cumberland County has both the highest rate of adolescent fertility and the lowest per capita income of all the counties in the state. Atlantic, Essex, Passaic, Hudson and Camden follow closely.

No Easy Answers reports that although current school programs may attempt to educate the adolescent through her pregnancy, few focus on continuing that education through to graduation. The study recommends that school programs must:

- Enable the school age mother to pursue her diploma and move toward personal and economic self sufficiency.
- Attempt to reach out to and serve school age fathers to emphasize the importance of parenting, provide vocational training and career planning.

During the 1988-89 academic year, the Department of Home Economics at Glassboro State College completed this project which resulted in the final draft of a curriculum for school age pregnant and parenting students. The curriculum addresses the immediate, short-term, day-to-day needs of the target population that are relevant to home economics content.

(2) No Easy Answers: A Blueprint for Action in Working with Pregnant and Parenting Adolescents and Those at Risk. New Brunswick, NJ: New Jersey Network on Adolescent Pregnancy.

The modules developed may be used in a variety of ways in consumer and homemaking education programs, to include:

- o A comprehensive one year or semester course
- o Seminar before or after school
- o For credit or non-credit

The curriculum was designed to:

- o Increase the likelihood that students will remain in school during their pregnancy and after childbirth to the point of graduation.
- o Assist school age mothers and fathers in carrying out positive health care practices for themselves and their children in both prenatal and post natal stages.
- o Provide knowledge and skills related to child development and positive parenting practices.
- o Assist students in developing skills in managing school, family and work roles.

For the past five years, the Department of Home Economics at Glassboro State College has conducted state-wide curriculum improvement projects in consumer and homemaking education that have particular relevance to the proposed project. The programs include the following:

- o In the spring of 1985, the project entitled, "Meeting the Needs of Disadvantaged Urban and Rural Youth," focused on strategies for assessing needs in local districts, special needs of single parent families and examples of successful programs. Home economics educators had the opportunity to hear directly from parents and students regarding their needs and how home economics programs could help them meet those needs.
- o In the 1985-86 academic year, home economics educators attended a series of workshops where they were familiarized with the skills needed to past the HSPT, mathematics, reading and writing skills that could be reinforced in home economics and they had opportunities to develop lessons and activities that were appropriate for the students served. The draft copies of three booklets were developed that outlined sample activities that could be used to reinforce the basic skills in home economics content courses.
- o During the 1986-87 academic year the basic skills booklets were field tested, revised, printed and distributed to home economics educators throughout the state.

- During the 1987-88 academic year the field test edition of the curriculum for school age pregnant students and school age parents was being developed. A series of three workshops was conducted to introduce materials to home economics educators and to address successful programs in the state for the target population.

## II. MANAGEMENT PLAN

GOAL: To strengthen Consumer and Homemaking Education Programs by increasing the competence of home economics educators to meet the needs of school age pregnant students and school age parents through their programs.

### STATEMENT OF OBJECTIVES

1. Conduct a field test of a curriculum designed for school age pregnant students and school age parents.
2. Develop the final draft of the curriculum using input from classroom teachers who participate in the field test.
3. Disseminate the revised curriculum to home economics educators in the State.

| ACTIVITIES | | STAFF | TIMELINES |
|---|---|---|---|
| 1.1 | Hired program staff and consultants | Director & Coord. | 9/88 - 10/88 |
| 1.2 | Secured site for orientation meetings | Coordinator and Secretary | 9/88 - 10/88 |
| 1.3 | Selected field test teachers | Coordinator | 9/88 |
| 1.4 | Developed evaluation procedures for field test | Coordinator & Evaluator | 9/88 |
| 1.5 | Conducted field test | Coordinator & Evaluator | 9/88 - 12/88 |
| 2.1 | Analyzed field test data & complete report | Coordinator & Evaluator | 12/88 - 1/89 |
| 2.2 | Revised curriculum | Coordinator & Writers | 1/89 - 3/89 |
| 2.3 | Typed and proofread final copy | Coordinator, Writers, Editor & Secretary | 3/89 - 6/89 |
| 2.4 | Completed final reports | Coordinator & Evaluator | 5/89 - 6/89 |

| ACTIVITIES | STAFF | TIMELINES |
|---|---|---|
| 3.1 Printed curriculum guide | Coordinator & Printer | 6/89 |
| 3.2 Disseminate curriculum guide to home economics educators | Staff of Division of Vocational Education, New Jersey Department of Education | 9/89 |

## V. IMPLEMENTATION

### A. Duration of Project

The project began September 1, 1988, and ended June 30, 1989. The field test edition of the curriculum guide was ready for use at the beginning of the project.

### B. Consultants

1. Curriculum writers. The two curriculum writers who wrote the field test edition of the guide revised the manuscript based on the evaluation report.

2. Editor/Copywriter. The editor completed final editing and proofreading of manuscript.

3. Evaluator. The evaluator developed the evaluation design for the project and completed the evaluation report that was used by the writers to revise the manuscript.

4. Illustrator. The illustrator completed all graphics for the curriculum guide.

### C. Curriculum Guide

1. Purpose. The objectives, strategies, resources and evaluation techniques included in the curriculum guide were designed to assist home economics educators in meeting the immediate, short-term, day-to-day needs of school age pregnant students and school age parents.

2. Content. The following topics were addressed in the curriculum modules:

| | |
|---|---|
| I | Understanding Self and Others |
| II | Human Sexuality |
| III | Risks and Consequences of Teenage Pregnancy |
| IV | Nutritional Needs |
| V | Child Development and Parenthood |
| VI | Health and Safety |
| VII | Marriage and Family Life |
| VIII | Managing School, Family and Work Roles |
| IX | Getting the Most for Your Money |

Basic skills required to pass the New Jersey HSPT were documented for the teacher and reinforced in activities throughout the curriculum guide.

D. Recruitment of Participants

Fourteen home economics educators field tested/validated the curriculum. Priority was given to teachers from counties with high pregnancy and child birth rates among the school age population, along with districts that already provide special and/or alternative programs for the target population.

E. Field Test Procedures

1. Teachers met for an orientation session on September 30, 1988, and the field test began immediately.

2. Teachers met for an evaluation meeting on December 2, 1988, to return all materials and provide oral feedback.

3. The evaluator prepared a report based on the field test. This report was used by writers to revise the curriculum guide and to prepare for final printing and dissemination.

IV. PERSONNEL

A project director, coordinator, secretary and five consultants were hired to carry out the objectives of the program. See Appendix A for names and roles.

V. SEX EQUITY

A. Recruitment

Both male and female classroom educators were invited to serve as field test teachers.

B. Curriculum Guide Content

Resources and strategies included in the curriculum guide were developed and reviewed carefully for evidence of sex bias and sex role stereotyping.

VI. EVALUATION

A. Planning the Evaluation

1. The coordinator and evaluator worked together to develop the evaluation plan designed to determine if the three major objectives had been met.

2. Copies of the assessment tools used are found in Appendix D of this report.

3. Descriptive statistics, i.e., range, mode and mean, were used in preparing the evaluation report. The analyses were qualitative ones based on the written and oral feedback of field test teachers.

B. Conducting the Evaluation

1. Field test teachers participated in an orientation session designed to familiarize them with the process for recording their responses to curriculum materials.

2. After two months of field test, teachers returned for an evaluation meeting to return their written comments and to provide oral feedback.

C. Using the Evaluation

1. The evaluator prepared a report based on the plan noted above. The descriptive report was used by the writers to revise the curriculum guide as needed.

2. The evaluation findings are reflected in the final draft of the curriculum guide that will be disseminated to home economics educators throughout the state. See the complete evaluation report in Appendix D of this report.

D. Time Schedule

See the time schedule reflected in Part IV. Management Plan section of this report.

# APPENDIX A

## PROJECT STAFF AND CONSULTANTS

## MEETING AGENDAS

SCHOOL-AGE PARENTS PROJECT
1988-89 ACADEMIC YEAR

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FIELD TEST/ORIENTATION MEETING
SCHOOL-AGE PARENTS CURRICULUM GUIDE

NORTHEAST CURRICULUM COORDINATION CENTER
CREST WAY, ABERDEEN, NEW JERSEY

FRIDAY, SEPTEMBER 30, 1988

AGENDA

| | |
|---|---|
| 9:30 - 10:00 A.M. | Refreshments and Registration<br>Distribution of Field Test Curriculum |
| 10:00 - 10:15 A.M. | WELCOME<br>INTRODUCTION OF TEACHERS<br>Rosemary Harzmann<br>Vivian Gunn Morris |
| 10:15 - 10:45 A.M. | PURPOSE AND FIELD TEST/VALIDATION PROCEDURES<br>ORGANIZE FOR GROUP WORK SESSION |
| 10:45 - 11:00 A.M. | NUTRITION BREAK |
| 11:00 - 12:45 P.M. | GROUP WORK SESSION |
| 12:45 - 1:15 P.M. | GROUP FEEDBACK<br>FOLLOW-UP MEETINGS |
| 1:15 - 2:30 P.M. | LUNCH<br>ADJOURNMENT |

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Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041



October 3, 1988

Dear Educator:

Your active participation at the orientation session on validating the School-Age Parents Curriculum Guide enabled us to get the project off to a great start. The state of New Jersey is fortunate indeed to have competent, dedicated professionals like you who are willing to have an impact on curriculum development for Consumer and Homemaking Education Programs. Our final meeting for ALL PARTICIPANTS will be held on Friday, December 2, 1988, from 8:30 a.m. to 2:30 p.m., at the:

Northeast Curriculum Coordination Center
New Jersey Department of Education
Division of Vocational Education
Crest Way, Aberdeen, NJ 07747
201-290-1900

Enclosed is a tentative agenda based on the self-selection of modules to validate. The concurrent sessions are planned so that each person will have an opportunity to report on the modules for which she has agreed to complete. See the enclosed list of modules selected.

You will note that no one from the northern or southern region selected Module II, Human Sexuality. While we all took a brief look at that module at our September 30th session, we will need one person from the north and one person from the south to accept major responsibility for that module being validated and reported on during our December 2nd meeting. Please call to inform me of your decision.

To facilitate the networking process as you field test/validate your modules, a list of participants along with mailing addresses and phone numbers are enclosed. Please call me at the numbers listed on your yellow field test forms if you have questions.

We look forward to working with you again on Friday, December 2, 1988, in Aberdeen.

Sincerely,

Vivian Gunn Morris
Project Director

Enclosures: Tentative Agenda, Self-Selected Modules,
List of Participants

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FIELD TEST/EVALUATION MEETING
SCHOOL-AGE PARENTS CURRICULUM GUIDE

NORTHEAST CURRICULUM COORDINATION CENTER
CREST WAY, ABERDEEN, NEW JERSEY

FRIDAY, DECEMBER 2, 1988

TENTATIVE AGENDA

| | |
|---|---|
| 8:30 - 9:00 | Registration and Refreshments |
| 9:00 - 9:45 | Welcome<br>Procedures for Group Sessions<br>Module II - Human Sexuality |
| 9:45 - 10:30 | Concurrent Sessions:<br>Module I - Understanding Self and Others<br>Module IX - Managing School, Family and Work Roles |
| 10:30 - 11:15 | Concurrent Sessions:<br>Module IV - Nutritional Needs<br>Module V - Child Development and Parenthood |
| 11:15 - 11:30 | NUTRITION BREAK |
| 11:30 - 12:15 | Concurrent Sessions:<br>Module III - Risks and Consequences of Teenage Pregnancy<br>Module VI - Health and Safety |
| 12:15 - 1:00 | Concurrent Sessions:<br>Module VIII - Marriage and Family Life<br>Module IX - Getting the Most for Your Money |
| 1:00 - 1:15 | Group Feedback |
| 1:15 - 2:30 | Luncheon Meeting -- Wrap-up<br>ADJOURNMENT |

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## SELF-SELECTED MODULES

### FIELD TEST/VALIDATION PROJECT
### SCHOOL-AGE PARENTS CURRICULUM GUIDE

I. Understanding Self and Others
- o Carol Brown(c)
- o Elnora Parks(s)
- o Lorraine Polk(n)

IV. Nutritional Needs
- o Thelma Knight(n)
- o Sandra Roberts(s)
- o Sandi Rosenberg(c)

VI. Health and Safety
- o Elizabeth DeSimone(c)
- o Winifred Ford(n)
- o Bonnie Holland-Novins(s)

X. Getting the Most for Your Money
- o Jean Murphy(n)
- o Sandra Roberts(s)
- o Sandi Rosenberg(c)

*II. Human Sexuality
- o Shirley Schwartz(c)
- o _____(s)
- o _____(n)

IX. Managing School, Family and Work Roles
- o Bonnie Holland-Novins(s)
- o Jean Murphy(n)
- o Shirley Schwartz(c)

V. Child Development and Parenthood
- o Carol Brown(c)
- o Gloria Littles(s)
- o Sandra Webster(n)

III. Risks and Consequences of Teenage Pregnancy
- o Carol Brown (c)
- o Thelma Knight(n)
- o Gloria Littles(s)

VIII. Marriage and Family Life
- o Elnora Parks(s)
- o Lorraine Polks(n)
- o Elizabeth DeSimone(c)

KEY: n = North
c = Central
s = South

* one teacher from the north and one teacher from the south should take primary responsibility for the validation of this module.

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Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

November 28, 1988

TO: Field Test Teachers
School-Age Parents Curriculum Guide

FROM: Vivian Gunn Morris
Project Coordinator

RE: PLAN FOR CONCURRENT GROUP SESSIONS

Each verbal feedback session is scheduled for a 45 minute-period. The three or four teachers who selected the module for a particular session will have the major responsibility for the content of that session.

In addition, each group will select other individuals to serve in the following roles:

- o Group leader/facilitator
- o Recorder/reporter
- o Time keeper

The curriculum writers and evaluator will also participate in each session. Group reporting and sharing will take place at the end of the concurrent sessions.

Thanks for your cooperation in the successful implementation of this plan.

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FIELD TEST/EVALUATION MEETING
SCHOOL-AGE PARENTS CURRICULUM GUIDE

NORTHEAST CURRICULUM COORDINATION CENTER
CREST WAY, ABERDEEN, NEW JERSEY

FRIDAY, DECEMBER 2, 1988

AGENDA

| | |
|---|---|
| 8:30 - 9:00 | Registration and Refreshments |
| 9:00 - 9:45 | Welcome<br>Procedures for Group Sessions<br>Module II - Human Sexuality |
| 9:45 - 10:30 | Concurrent Sessions:<br>Module I - Understanding Self and Others<br>Module IX - Managing School, Family and Work Roles |
| 10:30 - 11:15 | Concurrent Sessions:<br>Module IV - Nutritional Needs<br>Module V - Child Development and Parenthood |
| 11:15 - 11:30 | NUTRITION BREAK |
| 11:30 - 12:15 | Concurrent Sessions:<br>Module III - Risks and Consequences of Teenage Pregnancy<br>Module VI - Health and Safety |
| 12:15 - 1:00 | Concurrent Sessions:<br>Module VIII - Marriage and Family Life<br>Module IX - Getting the Most for Your Money |
| 1:00 - 1:15 | Group Feedback |
| 1:15 - 2:30 | Luncheon Meeting -- Wrap-up<br>ADJOURNMENT |

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APPENDIX B

FIELD TEST TEACHERS

REGISTRATION/VOUCHER FORMS

GLASSBORO STATE COLLEGE
DEPARTMENT OF HOME ECONOMICS
GLASSBORO, NEW JERSEY 08028

## LIST OF PARTICIPANTS

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SCHOOL-AGE PARENTS CURRICULUM GUIDE

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    H: 201-431-0260

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SCHOOL-AGE PARENTS CURRICULUM GUIDE PROJECT

INFORMATION FORM FOR PAYMENT OF TRAVEL STIPEND

NAME_____TITLE_____SS#_____

SCHOOL_____

ADDRESS_____

ZIP CODE_____COUNTY_____

GRADE LEVEL TAUGHT_____

BUS. PHONE (  )_____EXT._____HOME PHONE (  )_____

I attended the field test/validation meeting on Friday, September 30, 1988, at the Northeast Curriculum Coordination Center.

_____ _____
Signature Date

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Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

SCHOOL-AGE PARENTS CURRICULUM GUIDE PROJECT

INFORMATION FORM FOR PAYMENT OF TRAVEL STIPEND

NAME_____TITLE_____SS#_____

SCHOOL_____

ADDRESS_____

ZIP CODE_____COUNTY_____

GRADE LEVEL TAUGHT_____

BUS. PHONE (  )_____EXT._____HOME PHONE (  )_____

I attended the field test/validation meeting on Friday, December 2, 1988, at the Northeast Curriculum Coordination Center.

_____ _____
Signature Date

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# APPENDIX C

# RECRUITMENT

# PUBLICITY

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

September 12, 1988

Dear Educator:

We are seeking the assistance of home economics educators to field test/validate a curriculum guide for school-age pregnant and parenting students developed by the Department of Home Economics at Glassboro State College during the 1988-89 academic year. A total of twenty-five home economics educators, from throughout the state, are invited to participate in this project who:

- o work with programs designed especially for school-age pregnant or parenting students--during school hours, before or after school: or
- o teach a substantial number of school-age pregnant or parenting students in regular home economics classes.

The orientation meeting for educators participating in the project is scheduled for Friday, September 30, 1988, from 9:30 a.m. to 2:30 p.m. at Middlesex County College, Room 314 of the College Center in Edison, New Jersey. The final evaluation session will be held in December, 1988, at selected sites in the three regions of the state. Travel directions will be mailed with final confirmation of participation. Each field test teacher will receive a travel stipend of $250. The enclosed materials provide additional details.

The project is supported by a grant awarded to the Department of Home Economics at Glassboro State College, by the New Jersey Department of Education, Division of Vocational Education. The final edition of the curriculum guide will be ready for distribution to New Jersey home economics educators by September, 1989.

If you desire to participate in this project, please complete the enclosed application form and return it to Dr. Lois Winand by Tuesday, September 19, 1988. If you have questions, please call Chiquita at 609-863-6456 or 215-635-3553. PLEASE REMEMBER, WE ARE LIMITED TO TWENTY-FIVE(25) SLOTS. MAIL YOUR APPLICATION TODAY!

Sincerely,

Vivian Gunn Morris, Ph.D.
Project Coordinator

Enclosures

(over)

*New Jersey is An Equal Opportunity Employer*

GLASSBORO STATE COLLEGE
DEPARTMENT OF HOME ECONOMICS
GLASSBORO, NEW JERSEY 08028

FIELD TEST/VALIDATION PLANS
SCHOOL AGE PARENTS CURRICULUM GUIDE

REQUIREMENTS

- o Participating home economics educators should:
  - work with programs designed especially for school-age pregnant or parenting students; or
  - teach a substantial number of school-age pregnant or parenting students in regular home economics classes.
- o Each educator will be required to field test/validate three modules and complete an evaluation form for each.
- o Participating educators will attend two meetings scheduled during the school day from 9:30 a.m. to 2:30 p.m. All participants will meet together for the orientation meeting. The second meeting will be held at sites in the three regions of the state.

BENEFITS

- o New Jersey home economics educators will have a field tested/ validated curriculum designed to meet the day-to-day needs of school-age pregnant and parenting students.
- o Each field test teacher will receive a $250 travel stipend.

MEETING SITES

- o The orientation session for all participants will be scheduled for Friday, September 30, 1988, 9:30 a.m. to 2:30 p.m., at:

  Northeast Curriculum Coordination Ctr.
  New Jersey Dept. of Education
  Division of Vocational Education
  Crest Way, Aberdeen, NJ 07747
  201-290-1900

- o Each participant will attend one of the evaluation sessions listed below. All sessions are scheduled from 9:30 a.m. to 2:30 p.m.

  Friday, December 2, 1988 - Regional Curriculum Services Unit-North
  240 South Harrison
  East Orange, NJ 07018
  201-266-8660

  Friday, December 9, 1988 - Northeast Curriculum Coordination Ctr.
  New Jersey Dept. of Education
  Division of Vocational Education
  Crest Way, Aberdeen, NJ 07747
  201-290-1900

  Monday, December 12, 1988- Regional Curriculum Services Unit-South
  RD5, Box 635
  635 North Blackhorse Road
  Williamstown, NJ 08091
  609-629-3133

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

FIELD TEST/VALIDATION APPLICATION FORM
SCHOOL AGE PARENTS CURRICULUM GUIDE

NAME OF SCHOOL DISTRICT: _____

COUNTY: _____

NAME: _____ POSITION: _____ SS# _____

MAILING ADDRESS: _____

_____ ZIP: _____

GRADE LEVELS TAUGHT: _____

BUSINESS PHONE: ( ) _____ EXT. _____ HOME PHONE: ( ) _____

1. Check the item below that best describes the students or program you work with:

   ____Program designed especially for school-age pregnant or parenting students.

   ____Teach a substantial number of school-age pregnant or parenting students in regular home economics classes.

2. If selected as a participant, I will attend the orientation meeting on Friday, September 30, 1988, and the evaluation session noted below (choose one):

   ____Friday, December 2, 1988 - East Orange

   ____Thursday, December 8, 1988 - Edison

   ____Monday, December 12, 1988 - Williamstown

Please return completed application form not later than Tuesday, September 19, 1988, to:

Dr. Lois Winand, Director
School-Age Curriculum Guide Project
Department of Home Economics
Glassboro State College
Glassboro, NJ 08028-1755

*New Jersey is An Equal Opportunity Employer*

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

September 20, 1988

Dear Educator:

We are pleased to invite you to serve as one of the participants to field test/validate a curriculum guide for school-age pregnant and parenting students. Our first meeting is scheduled for Friday, September 30, 1988, from 9:30 a.m. to 2:30 p.m. THE MEETING SITE HAS BEEN CHANGED TO:

Northeast Curriculum Coordination Center
New Jersey Department of Education
Division of Vocational Education
Crest Way, Aberdeen, NJ 07747
201-290-1900

See the enclosed travel directions to the center.

Coffee and light refreshments will be provided during the meeting. Please come prepared to pay for your lunch which we will share as a group at a nearby restaurant.

This project is supported by a grant awarded to the Department of Home Economics at Glassboro State College, by the New Jersey Department of Education, Division of Vocational Education. With the assistance of educators like you, we plan to have the final edition of the booklets ready for distribution to New Jersey home economics educators by September, 1989.

If you have questions before our first meeting, please call Chiquita at 609-863-6456 or 215-635-3553. We look forward to seeing you on Friday, September 30th.

Sincerely,

Vivian Gunn Morris, Ph.D.
Project Coordinator

Enclosures

(over)

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# NNCCVTE

Northeast Curriculum Coordination Center
New Jersey Department of Education
Division of Vocational Education
Crest Way, Aberdeen, NJ 07747

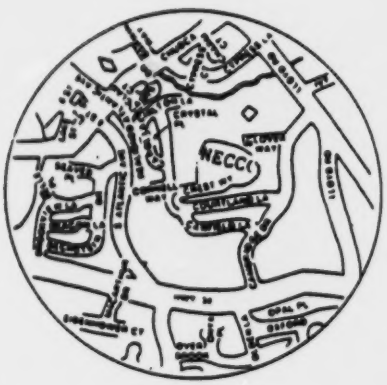
201-290-1900

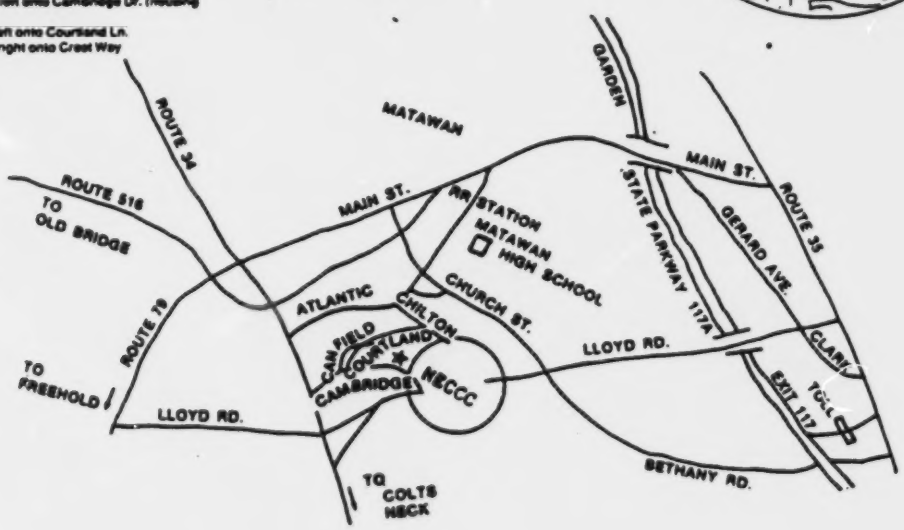
**FROM NORTH VIA GARDEN STATE PARKWAY**
Using local lanes
1. Take Exit 117A, turn right onto Lloyd Rd.
2. At 2nd light, turn right onto Cambridge Dr. (housing development)
3. At 2nd right, turn right onto Courtland Ln.
4. At 1st right, turn right onto Crest Way

**FROM SOUTHEAST VIA GARDEN STATE PARKWAY**
1. Using local lanes, take Exit 117
2. At 1st right, turn right onto Clark Street
3. At stop sign, turn right onto Boers Street
4. At light, turn right onto Bethany Road
5. At 2nd light, turn left onto Lloyd Road
6. At 1st light, turn right onto Cambridge Dr. (housing development)
7. At 2nd right, turn right onto Courtland Ln.
8. At 1st right, turn right onto Crest Way.

**FROM NJ TURNPIKE**
1. Exit 9 (New Brunswick)
2. Rt. 18 South to Rt. 516 East (Matawan)
3. Take Rt. 516 E. 7 mi. to light at Rt. 34
4. Turn right onto Rt. 34 S.
5. At 2nd light, turn left onto Cambridge Dr. (housing development)
6. At 2nd left, turn left onto Courtland Ln.
7. At 1st right, turn right onto Crest Way

**DIRECTIONS FROM SOUTHWEST**
1. Take Route 130 North to 195 East
2. Take Route 195 East to Route 34 North
3. Take Route 34 into Matawan
4. In Matawan make a right onto Lloyd Road
5. At the traffic light make a left onto Cambridge Drive (housing development)
6. At the second right, turn right onto Courtland Lane
7. At the first right, turn right onto Crest Way



Courier-Post
South Jersey/ Classified B
& The Delaware Valley
FRIDAY, JANUARY 13, 1989

# Course would keep pregnant students in school

By LEE MOORE
Courier-Post Staff

Public school students who are pregnant or who already have children would learn to cope better with parenthood under a proposed study course expected to be made available next year, researchers say.

The suggested curriculum, the product of a state-funded study by Glassboro State College, is aimed at keeping pregnant and parenting students in school until they graduate.

"We're not talking about a family life curriculum," said Vivian Morris, the project coordinator and a consultant to Glassboro State College's home economics department.

"The way I see family life is that it's a (pregnancy) prevention program. Its aim is to have students knowledgeable about what their responsibilities are and what the risks are.

"What we're saying is, 'We have students who continue to become pregnant. What can we do to help them become more self-sufficient, so that later on they're not on welfare and costing the community money?' "

According to Morris, the research that yielded the proposed curriculum began in fall 1987 and included participation by two Camden schools — the Catto school and Camden High School.

Working with teachers throughout the state, researchers developed a course of study and a variety of learning tools that were tested in three workshops last spring.

The result, Morris said, is a 500-page curriculum guide that's expected to be delivered to every school district in New Jersey by June.

The districts will not be required to use the suggested course, which as a practical matter could not be taught until September.

However Lucian Janik, director of Vocational Education for the Camden school system, said such a curriculum will likely be welcomed in his district.

"Anyone who picks up the paper knows that in the Camden-Philadelphia metropolitan area, the problems we have with teenage pregnancy are well-documented," Janik said.

"What they're doing (at Glassboro) is really a good way to update the programs we already have."

Camden, which according to a state-appointed task force leads the state in teenage births, already provides: a family life curriculum, a county-affiliated School Based Youth Services Program and an optional, separate school for pregnant students at Catto.

Janik said the new, suggested study course would expand on what Camden offers teen-age mothers and would help teen-age male parents as well.

"There's good faith in the process that created this new curriculum," Janik said, "although how far it will actually go will be up to the city board of education."

According to Morris, the proposed curriculum touches on a variety of topics such as nutritional needs, getting the most for your money and handling family and work roles.

She said a typical money segment would teach students how to find and benefit from services available in the community — nutrition programs, housing and food supplements, etc.

It would also provide instruction on money skills such as maintaining a checkbook and shopping smartly.

A segment on family roles, Morris said, might teach students how to manage their time better or deal efficiently with a real-life problem outside of the classroom.

"There's a lot of stress for these youngsters," Morris said.

"They're still children. They're parents and students. But they're also social beings."

Morris said the expectations of students concerning pregnancy and being a parent are usually unrealistic.

"They've fantasized the baby is somebody for them to love, somebody that can't be taken away from them," she said.

"They think it's all going to be softness and laughing and sweetness.

"They don't have any idea about the nights spent awake, the nights they can't go to the dance, the times they won't have money for this and that."

STAR LEDGER
NEWARK, NJ
D - 450,000
S - 757,786
MAR 6 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# State compiles ideas to keep pregnant students in school

By MELANIE BURNEY
Associated Press

Researchers are putting the final touches on a curriculum guide that educators say may help school districts around the state keep pregnant students in school.

The 500-page, state-funded study was conducted by researchers at Glassboro State College.

"Our goal is to help them meet their day-to-day needs so they can finish school," said Vivian Morris, project coordinator and consultant for the college's home economics department. "We're losing too many of our kids."

Researchers consulted school districts, including several where established parenting programs are in place, and developed a course study and learning strategy tested in three workshops last spring, Morris said in an interview.

"We are providing a large collection of ideas, strategies and resources," said Morris, noting that the guide is designed to supplement family life education programs aimed at preventing teenage pregnancies.

The curriculum guide, which has been in the works since 1987, will be delivered to school districts around the state in June. However, the districts will not be required to implement the suggested course.

"Every district could profit," said Lorraine Polk, a home economics coordinator at William L. Dickinson High School in Jersey City who participated in the project.

In Ocean County, Bonnie Holland-Novins, director of homebound instruction for the Central Regional School District in Bayville, said such a curriculum is needed in her district.

"The schools have to accept a little more responsibility in this area," she said. "We can't keep ignoring it."

Morris said the proposed curriculum expands on existing programs by offering instruction in such areas as nutrition, money management and how to use social service agencies for child care, housing and medical needs.

"These programs should be offered," said Dolores Perry, a home economics teacher at the Catto school in Camden, a separate facility in the school system for about 35 pregnant students.

The 22-year-old school participated in testing for the guide and has served as a model for districts around the state, officials say.

At William L. Dickinson High School, Polk said school officials plan to use the guide to set up an informal program for parenting students to brainstorm and discuss common problems.

More than a hundred teenagers become pregnant yearly, and a large number leave the 5,000-student school after giving birth, said Polk.

Other schools that participated in field testing for the curriculum guide were Lakewood High School, Jackson Memorial High School, Snyder High School in Jersey City, Camden High School and Monroe Township High School in Jamesburg. The Jersey City Medical Center also took part.



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TRENTONIAN
TRENTON, NJ
D - 68,035
S - 64,850

MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Program Seeks to Keep Pregnant Girls in Schoo

GLASSBORO (AP) — Educators say a curriculum guide being developed for school districts around the state may help keep pregnant students in school.

The 600-page, state-funded study was conducted by researchers at Glassboro State College.

"Our goal is to help them to meet their day-to-day needs so they can finish school," said Vivian Morris, project coordinator and consultant for the college's home economics department. "We're losing too many of our kids."

Researchers consulted school districts, including several where established parenting programs are in place and developed a course of study and learning strategy that were tested in three workshops last spring, Ms. Morris said in an interview yesterday.

"We are providing a large collection of ideas, strategies and resources," said Ms. Morris, noting that the guide is designed to supplement family life education programs aimed at preventing teenage pregnancies.

The curriculum guide, which has been in the works since 1987, will be delivered to school districts around the state in June. However, the districts will not be required to implement the suggested course.

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"It is a widespread situation," said Ms. Perry. "We're constantly getting students in."

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"It just is an added load on ety if they drop out of school,' said.



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HERALD & NEWS
PASSAIC, NJ
D - 78,777
S - 54,923
MAR 1 1989
1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Pregnant students studied

Herald & News Wire Services

GLASSBORO — Educators say a curriculum guide being developed for school districts around the state may help keep pregnant students in school.

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N. J. HERALD
NEWTON, NJ
D - 18,035
S - 22,050

MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Guide aims to keep pregnant students in school

By MELANIE BURNEY
Associated Press Writer

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"It is a widespread situation," said Perry. "We're constantly getting students in."

AT WILLIAM L. Dickinson High School, Polk said school officials plan to use the guide to set up an informal program for parenting students to brainstorm and discuss common problems.

More than a hundred teen-agers become pregnant yearly and a large number leave the 5,000-student school after giving birth, said Polk.

"It just is an added load on society if they drop out of school," she said.

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COURIER-POST
CAMDEN, NJ
D - 122,000
S - 123,100

MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

## Course list designed for pregnant students

GLASSBORO — Educators say a curriculum guide being developed for school districts around the state may help keep pregnant students in school.

The 500-page, state-funded study was conducted by researchers at Glassboro State College.

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JERSEY JOURNAL
JERSEY CITY, NJ
D - 94,000

MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

## Schools aim at keeping pregnant kids

Educators say a curriculum guide being developed for school districts around the state may help keep pregnant students in school.

"Every district could profit," said Lorraine Polk, a home economics coordinator at Dickinson High School in Jersey City, who participated in the project.

The 500-page, state-funded study was conducted by researchers at Glassboro State College.

Representatives from Jersey City's Snyder High School and the Jersey City Medical Center also participated.

"Our goal is to help them to meet their day-to-day needs so they can finish school," said Vivian Morris, project coordinator and consultant for the college's home economics department. "We're losing too many of our kids."

At Dickinson, Polk said school officials plan to use the guide to set up an informal program for parenting students to discuss common problems.

More than 100 teenagers become pregnant yearly and a large number leave the 5,000-student school after giving birth, Polk said.

"It just is an added load on society if they drop out of school," she said.

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"We are providing a large collection of ideas, strategies and resources," Morris said, noting that the guide is designed to supplement family life education programs aimed at preventing teenage

DAILY JOURNAL
VINELAND, NJ
D - 17,64[illegible] MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Researchers developing guidelines to keep pregnant students in school

By MELANIE BURNEY
Associated Press Writer

GLASSBORO — Researchers are putting the final touches on a curriculum guide that educators say may help school districts around the state keep pregnant students in school.

The 500-page, state-funded study was conducted by researchers at Glassboro State College.

"Our goal is to help them to meet their day-to-day needs so they can finish school," said Vivian Morris, project coordinator and consultant for the college's home economics department.

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In Ocean County, Bonnie Holland-Novins, director of homebound instruction for the Central Regional School District in Bayville, said such a curriculum is needed in her district.



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PRESS
ATLANTIC CITY, NJ
D - 80,103
S - 87,240 MAR 1 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Guide may help pregnant girls stay in school

Associated Press

GLASSBORO — Educators say a curriculum guide being developed for school districts around the state may help keep pregnant students in school.

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In the southern portion of the state, a pregnancy adolescent nutrition program has been in place for three years at Pleasantville High School. But Sandra Roberts, a home economics coordinator, said the guide will enable the 714-student school to upgrade its program.

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'So many of our students are getting pregnant,' she said. 'They need to be aware of what they're facing.'

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In Ocean County, Bonnie Holland-Novins, director of homebound instruction for the Central Regional School District in Bayville, said such a curriculum is needed in her district.

"The schools have to accept a little more responsibility in this area," she said. "We can't keep ignoring it."

Morris said the proposed curriculum expands on existing programs by offering instruction in such areas as nutrition, money management and how to use social service agencies for child care, housing and medical needs.

"These programs should be offered," said Dolores Perry, a home economics teacher at the Catto school in Camden, a separate facility in the school system for about 35 pregnant students.

The 22-year-old school participated in testing for the guide and has served as a model for districts around the state, officials say.

"It is a widespread situation," said Perry. "We're constantly getting students in."

At Jersey City's William L. Dickinson High School, Polk said school officials plan to use the guide to set up an informal program for parenting students to brainstorm and discuss common problems.

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PRESS
ATLANTIC CITY, NJ
D - 80,103
S - 87,240

MAR 2 1989

1-201-842-1616
GARDEN STATE PRESS
CLIPPING BUREAU

# Program designed to help pregnant teens fi

AssociatedPress

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## Teens

(Continued from Page C1)

"It is a widespread situation," said Perry. "We're constantly getting students in."

At William L. Dickinson High School, Polk said school officials plan to use the guide to set up an informal program for parenting students to brainstorm and discuss common problems.

More than a hundred teenagers become pregnant yearly and a large number leave the 6,000-student school after giving birth, said Polk.

"It just is an added load on society if they drop out of school," she said.

In the southern portion of the state, a pregnancy adolescent nutrition program has been in place for three years at Pleasantville High School. But Sandra Roberts, a home economics coordinator, said the guide will enable the 714-student school to upgrade its program.

"So many of our students are getting pregnant," she said. "They need to be aware of what they're facing."

Other schools that participated in field testing for the curriculum guide were: Lakewood High School, Jackson Memorial High School, Snyder High School in Jersey City, Camden High School, Monroe Township High School in Jamesburg and the Jersey City Medical Center.



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# APPENDIX D - EVALUATION REPORT

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*EVALUATION REPORT FOR SCHOOL AGE PARENTS CURRICULUM GUIDE*
*by Addie Butler, Ed.D., Evaluation Consultant*

## *I. INTRODUCTION AND OVERVIEW:*

*During October and November 1988, 14 teachers from northern, central and southern New Jersey field tested designated modules of Meeting the Needs of School Age Pregnant and Parenting Students: A Curriculum Guide for Consumer and Homemaking Education. The Curriculum Guide includes nine sequential modules that may be used as a total package or separately. Each module contains from three to eight units or topics, as well as:*

- *o module objectives*
- *o specific objectives*
- *o matrix of reading, writing and mathematics skills reinforced*
- *o suggested learning activities*
- *o evaluation techniques*
- *o references and resources -- print and non-print*
- *o activity sheets*

*Field test teachers had opportunities to respond to each feature of the content and structure of each module on evaluation forms that were attached to each module.*

*Curriculum modules were field tested in approximately equal numbers in each of the three regions of the State. Nine modules were field tested in central New Jersey. Eight modules were field tested in northern New Jersey. And eight modules were field tested in southern New Jersey with two teachers in this region field testing module two. Each module was field tested in each of the three regions except for modules two and five. A distribution of field tested modules by geographical region appears in Table One.*

*The field testing phase of this project ended on December 2, 1988, when the teachers involved met to submit the modules and evaluation forms, and critique the project and process. Two major themes were repeated in various ways by the participants. Interestingly, one was related to the project and the other to the process:*

- *o the materials presented were not sufficiently focused so that it was specifically for youth in the target population; and*

- *o two months was insufficient time to fully field test the assigned modules.*

TABLE ONE: MODULE FIELD TEST SITES BY REGION

| MODULE | CENTRAL | NORTH | SOUTH |
|---|---|---|---|
| I | X | X | X |
| II | X | | XX |
| III | X | X | X |
| IV | X | X | X |
| V | X | X | |
| VI | X | X | X |
| VIII | X | X | X |
| IX | X | X | X |
| X | X | X | X |

N=26

*As noted above, the field test teachers had opportunities to respond to each feature of the content and structure of each module on evaluation forms that were attached to each module. Copies of the forms appear as attachments to this report. A summation of the responses on the "Evaluation Checklist" for all modules appears below.*

- *In 16 of the 26 field tests, teachers felt that the number of objectives in the module is "just right."*
- *The objectives are appropriate for meeting the needs of youth in the target population. In 10 field tests (38%) the module objectives were rated "very appropriate" and in 11 other field tests they were rated "somewhat appropriate."*
- *Most teachers (54%) felt that it was easy to measure the accomplishment of the objectives in the Curriculum Guide.*
- *The objectives are related to the module title and topic. In 19 field tests (73%), the objectives were felt to be "closely related" and in another five (19%) they were rated "somewhat closely related."*
- *Most teachers report the number of suggested learning activities provided are sufficient to achieve the objectives. In three field tests there were too few activities in the module while in two other field tests there were too many activities in the module.*
- *In 15 of the 26 field tests (58%), teachers felt the activities emphasized the skills and knowledge needed by school-age pregnant and parenting students.*
- *In 15 of the 26 field tests (58%), teachers felt the level of difficulty of the activities is appropriate for their students.*
- *In 65 percent of the field tests (17 tests), teachers reported the suggested learning activities address the needs of youth in the target population. The teachers who responded in the negative provided comments requesting even greater specificity in the activities for their pregnant and parenting students.*
- *For most of the field tests (69%), the suggested evaluation techniques in the module are appropriate for measuring the stated objectives.*

- *Teachers involved in 73 percent of the field tests (19 tests) reported the module content is both complete and correct.*

- *Most teachers (54%) feel that the modules' sequence is logical. The teachers who responded in the negative provided suggested alternative sequences.*

*Information on the responses of all teachers for all modules is provided in Table Two.*

*Comments from the December 2, 1988 meeting appear by module under the heading "Overall Reactions" in the following section. "Specific Reactions" refer to comments written on the Evaluation Cheklist or the Evaluation Form for Field Test Team.*

TABLE TWO: RESPONSES OF FIELD TEST TEACHERS TO QUESTIONS ON THE EVALUATION CHECKLIST

| | MODULES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | TOTAL |
| Number of Objectives Just Right | 1 | 3 | 1 | 3 | 1 | 2 | O | 3 | 1 | 1 | 16(61) |
| Too Few | | | | | | | M | | 2 | | 2(8) |
| Too Many | 2 | | 1 | | 1 | 1 | I | | | 1 | 6(23) |
| NR | | | 1 | | | | T | | | 1 | 2(8) |
| Appropriateness Very | 1 | 1 | 2 | 2 | | 2 | T | | 2 | | 10(38) |
| Somewhat | 2 | | | 1 | 2 | 1 | E | 3 | | 2 | 11(42) |
| Inappropriate | | | | | | | D | | 1 | 1 | 2(8) |
| NR | | 2 | 1 | | | | | | | | 3(12) |
| Measurement Easy | 1 | 1 | 1 | 2 | 1 | 2 | | 3 | 2 | 1 | 14(54) |
| Different | 1 | | | | 1 | | | | | 1 | 3(12) |
| Did not meas. | | | | | | 1 | | | 1 | 1 | 3(12) |
| NR | 1 | 2 | 2 | 1 | | | | | | | 6(23) |
| Relatedness Close | 3 | 3 | 1 | 3 | 1 | 2 | | 2 | 2 | 2 | 19(73) |
| Somewhat Close | | | 1 | | 1 | 1 | | 1 | 1 | | 5(19) |
| Not Related | | | | | | | | | | 1 | 1(4) |
| NR | | | 1 | | | | | | | | 1(4) |

TABLE TWO: RESPONSES OF FIELD TEST TEACHERS TO QUESTIONS ON THE EVALUATION CHECKLIST (con't)

| | MODULES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | TOTAL |
| No. of Activities Sufficient | 2 | 1 | 1 | 3 | 1 | 3 | | 3 | 2 | | 16(62) |
| Too Few | | | | | | | | | 1 | 2 | 3(12) |
| Too Many | 1 | | | | | | | | | 1 | 2(8) |
| NR | | 2 | 2 | | 1 | | | | | | 5(19) |

TABLE TWO: RESPONSES OF FIELD TEST TEACHERS TO QUESTIONS ON THE EVALUATION CHECKLIST (con't)

| | MODULES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | TOTAL |
| Appropriate Emphasis | | | | | | | | | | | N(%) |
| Yes | 3 | 1 | 2 | 2 | | 2 | O | 3 | 1 | 1 | 15(58) |
| No | | | | | 1 | | M | | 2 | 2 | 5(19) |
| NR | | 2 | 1 | 1 | 1 | 1 | I | | | | 6(23) |
| Appropriate Difficulty | | | | | | | T | | | | |
| Yes | 2 | 1 | | 2 | 2 | 2 | T | 2 | 2 | 2 | 15(58) |
| No | 1 | | 1 | | | | E | 1 | 1 | | 4(15) |
| NR | | 2 | 2 | 1 | | 1 | D | | | 1 | 7(27) |
| Address Needs | | | | | | | | | | | |
| Yes | 2 | 1 | 1 | 3 | 1 | 3 | | 2 | 2 | 2 | 17(65) |
| No | 1 | | | | 1 | | | | 1 | 1 | 4(15) |
| NR | | 2 | 2 | | | | | 1 | | | 5(19) |
| Evaluation | | | | | | | | | | | |
| Appropriate | 3 | 1 | 1 | 3 | 2 | 2 | | 3 | 1 | 2 | 18(69) |
| Inappropriate | | 1 | | | | | | | 2 | 1 | 4(15) |
| NR | | 1 | 2 | | 1 | | | | | | 4(15) |
| Satisfactory Content | | | | | | | | | | | |
| Yes | 3 | 1 | 1 | 2 | 2 | 2 | | 3 | 3 | 2 | 19(73) |
| No | | 1 | | | | | | | | | 1(4) |
| NR | | 1 | 2 | 1 | | 1 | | | | 1 | 6(23) |

TABLE TWO: RESPONSES OF FIELD TEST TEACHERS TO QUESTIONS ON THE EVALUATION CHECKLIST (con't)

| | MODULES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | TOTAL |
| Logical Sequence Yes | 3 | 1 | 1 | 3 | 1 | 2 | | 1 | | 2 | 14(54) |
| No | | 1 | | | 1 | | | 2 | 3 | | 7(27) |
| NR | | 1 | 2 | | | 1 | | | | 1 | 5(19) |

NR=NO RESPONSE N=26

## II. GROUP AND INDIVIDUAL COMMENTS BY MODULE

### MODULE I UNDERSTANDING SELF AND OTHERS

**OVERALL REACTIONS:**

When the group met on December 2, 1988, to provide feedback on this module, the following observations were made.

1. There are too many objectives to cover.
2. There is too much stress on the HSPT.
3. Directions are too much -- for example, Activity 12 on page I.72. Students are turned-off by lengthy directions.

In addition to the comments entered directly on the pages of the Curriculum Guide, field test teachers highlighted several activities as being especially successful in their classes: (1) the activity involving the zodiac sign (page I.8) which was embellished in one class so that students evaluated their personal choices in the context of their signs; (2) the activity involving the personal journal (page I.6) which helps teacher/student relationships; and (3) group activities (page I.10) -- to develop trust, small groups were given tasks to help each other.

**SPECIFIC REACTIONS:**

Three teachers field tested this module. There was agreement that:

the number of objectives is sufficient;

the objectives are appropriate; and

the objectives are closely related to the module title.

There was less agreement about measurement of the accomplishment of the objectives. One teacher indicated that measurement was easy. The second responded that the accomplishment was difficult to measure. The third teacher did not respond to this question on the evaluation instrument.

Two of the three teachers reported the number of learning activities is sufficient to achieve the objectives. The third felt that there are too many activities. All three teachers agreed that the exercises emphasize the skills and knowledge needed by school age pregnant and parenting students. One teacher added this note: "too many of the activities address HSPT skills and I feel the real purpose of the activity may be lost." Two teachers felt that the level of difficulty of the activities is appropriate and the third reported that the activities are too difficult. Two teachers felt that the learning activities address the needs of the target population while the third noted: "again - most activities are good but seems more concerned with HSPT" than the target population.

MODULE I UNDERSTANDING SELF AND OTHERS (con't)

There was consensus that:

the evaluation techniques are appropriate for measuring the objectives;

the content of the modules is accurate; and

the module's sequence is logical.

Only one of the three teachers completed the "Evaluation Form for Field Test Team" for this module. She indicated that she had already taught the unit "Understanding Self and Others" when she received the project materials. Thus, she had to "fit in (the) materials as I saw a need." She felt that this module could be used throughout the year since the target population has somewhat transient members. In addition, she felt that the number of objectives, learning activities and/or evaluation techniques should be decreased.

MODULE II HUMAN SEXUALITY

OVERALL REACTIONS:

At the group meeting, an additional resource was highly recommended -- Positive Images: New Guide to Contraception. This book contains many good activities that may be used in the classroom. The bulletin board, described in Module One, was used with this module also. Several students had difficulty distinguishing between "sex" and "sexuality" as requested in one of the evaluation techniques. One teacher used, and recommends, Erma Bombeck's "You Don't Love Me" which is found in her work If Life Is a Bowl of Cherries, Why Am I in the Pits?

The use of the library for one of the activities was good. "The librarian loved it and other faculty wondered why the Home Economics teacher was in the reference section." Teachers also reported that students had difficulty with the idea of "saying 'I love you' when you don't mean it."

SPECIFIC REACTIONS:

Three teachers field tested this module. All felt that the number of objectives is "just right." Two of the teachers did not comment on the appropriateness of the objectives for meeting the needs of the target population and the third found the objectives to be very appropriate for their intended purpose. One teacher reported ease in measuring the accomplishment of the objectives. The other two teachers did not respond to this question on the evaluation form. All teachers indicated that the objectives are closely related to the module topic.

*MODULE II HUMAN SEXUALITY (con't)*

*The teacher who completed the section of the evaluation form related to the suggested learning activities indicated that:*

> *the number of activities is sufficient to achieve the objectives;*
>
> *the exercises emphasize the skills and knowledge needed by the target population;*
>
> *the level of difficulty of the activities is appropriate; and*
>
> *the suggested learning activities address the needs of the target population.*

*Each of the three response options available was used for each of the three questions about evaluation. Comments on the sheets will be helpful in understanding this divergence of opinion. It was suggested that the units in the module be placed in the following sequence:*

> *Unit 1 - Sex and Sexuality*
> *Unit 2 - Human Reproduction*
> *Unit 3 - Contraception*
> *Unit 8 - Non-Sexual Means for Achieving Self-Fulfillment*
> *Unit 7 - Achieving a Positive Sexual Identity*
> *Unit 6 - Planning Parenthood*
> *Unit 4 - Sexually Transmitted Diseases*
> *Unit 5 - Sexual Abuse*

*In response to the query on the omission or insufficient development of any topic, one teacher responded: "Contraception. I suggest strongly the workbook, Positive Images: A New Approach to Contraception, Bergen County Planned Parenthood. Activities can be obtained from local Family Planning Centers." In terms of feelings about teaching the module, one teacher stated: "I had a Blast! My students were very receptive to information presented and have become very candid and relaxed with the subject of Human Sexuality in the classroom." In terms of student reactions to the module, the teacher reported:*

> *"My students, guidance counselors, physical education teachers (even them!) and fellow faculty members have commented on the bulletin board. The students and I put together A Double Message. I found all my classes drawn to read information and articles I periodically changed on the board as we did the Human Sexuality module."*

## MODULE III RISKS AND CONSEQUENCES OF TEENAGE PREGNANCY

### OVERALL REACTIONS:

It was the consensus of the discussion group that an additional activity should be added. A panel of older people (20s and 30s) who had children as teenagers should be amassed to talk about their experiences as teens and as young adults. After listening to the panel, the students would develop a list of their personal goals.

### SPECIFIC REACTIONS:

Of the two teachers who responded to this question on the Evaluation Checklist, one felt that there are too many objectives in this module and the other felt that the number of objectives is "just right." Two teachers agreed that the objectives are very appropriate for meeting the needs of the target population. One teacher indicated that it is easy to measure the accomplishment of the objectives. The other two teachers did not respond to this question. Of the two teachers who responded, one felt that the objectives are "closely" related to the module topic and the other indicated that they are "somewhat" related.

One teacher indicated that the number of learning activities is sufficient to achieve the objectives. The other two teachers did not answer this question. Two teachers agreed that the activities emphasize the skills and knowledge needed by school-age pregnant and parenting students. One of these teachers added: "however, the objectives and suggested learning activities could have been more condensed." The one teacher who responded to the question indicated that the actvities are too difficult for her students. She had to make modifications in the activities to meet the students' reading level and to be used with special needs students. The one teacher who responded to this question indicated that the suggested learning activities meet the needs of the target population.

One teacher completed the section of the checklist on evaluation. She indicated that the evaluation techniques in the module are appropriate for measuring the stated objectives. She added that some students had problems writing. The module content was judged to be accurate and presented in the appropriate sequence.

Neither of the teachers taught the units in the order written. By way of explanation, one teacher commented: "the module covered interesting and beneficial material but time did not permit me to cover all units or meet all objectives." One teacher suggested that the sequence be modified so that the unit on Teenage Pregnancy follows the unit on Personal Goals and Parenting. Another teacher suggested that an activity should be developed to address the facts and fallacies of teenage pregnancy.

*MODULE III RISKS AND CONSEQUENCES OF TEENAGE PREGNANCY (con't)*

*There were two responses to the query about the teachers' feelings about presenting the module: "students are more aware of the risks involved 'after the fact'" and "the module helped me to reinforce what I was teaching." Comments on students' reactions to the module were: "they loved it! Only sorry we could not meet more often. They were in different classes so we had to meet whenever available."*

*MODULE IV NUTRITIONAL NEEDS*

*OVERALL REACTIONS:*

*There was general concern that the advantages and disadvantages of both breast feeding and bottle feeding were not covered equally in this module. The module "must stress the advantage of being in a healthy physical condition because of teens' tendency to eat junk food." One teacher highly recommends another resource -- Teens Parenting: the Challenge of Babies and Toddlers. The information in this book is presented from the students' point of view.*

*It was suggested that the module be modified to meet the needs of students. Since income may be a problem, emphasize the WIC program. Additional stress should be put on the parents' influence on the child's eating habits. Both verbal and non-verbal behavior of parents can impact the child's eating habits. Also, paying attention to food additives should be emphasized in this module as well as other modules. The risks of eating disorders is not stressed in this module. Many pregnant teens skip meals to retain their weight. There is need for cross referencing this material with similar units taught in other disciplines. This will serve a reinforcing function.*

*SPECIFIC REACTIONS:*

*All three teachers reported that the number of objectives are "just right" for the module. Two teachers felt that the objectives are very appropriate for meeting the needs of the target population. The other teacher felt that the objectives are somewhat appropriate. Two teachers found it easy to measure the accomplishment of the objectives. The third teacher did not respond to this question on the Evaluation Checklist. All three agreed that the objectives are closely related to the module topic.*

*The teachers agreed that the number of objectives in this module is appropriate. Two of the three indicated that the activities emphasize the skills and knowledge needed by youth in the target population. One teacher noted: "Some exercises required more time than I had. If I had a full class, every day, I probably could have completed all exercises." The level of*

*difficulty of the activities appropriate. However, some activities had to be modified to be used with special needs students. The teachers felt that the suggested learning activities address the needs of school-age pregnant and parenting students. The evaluation techniques in the module are appropriate. The module content was reported to be correct, complete, accurate and in the proper sequence.*

*For one of the teachers, many of the activities were completed with individual students, rather than classes. Two of the teachers taught the units in the order written. The third teacher was unable to cover the units in sequence because she just did not have enough time. In terms of additions to the module, the following suggestions were made:*

- *water, as an added dietary concern, needs to be added as does emphasis on low fat products;*
- *have students learn how to shop. Use a moderate budget and a low budget. Using newspaper food advertisements, make a shopping list and spend only the amount allotted. This objective would meet the objective on page IV.21.*
- *discuss the advantages and disadvantages of breast-feeding and bottle feeding.*

*Omitted topics identified were: teen problems of eating disorders and healthy, low-calorie eating. As one teacher noted, "so many teens are dieting, even when pregnant, that alternatives should be available."*

*Comments from teachers about their feelings, were:*

- *I found the ideas along with teaching activities interesting for both myself and the students. However, I really needed more time to cover this information plus the necessary information of my curriculum.*
- *this module helped me to emphasize the importance of nutrition before, during and after pregnancy.*

*Feedback on student reactions included:*

- *some became quite concerned about the effects of their eating habits on their unborn child, especially after visiting the newborn nursery of the medical center and seeing the low birth-weight babies.*

*MODULE IV NUTRITIONAL NEEDS (con't)*

- *they enjoyed the activities but did not enjoy the detailed important information on nutrient content. Their reactions was, "Why can't I just take a vitamin pill and be finished"?*

*MODULE V CHILD DEVELOPMENT AND PARENTHOOD*

*OVERALL REACTIONS:*

*The greatest concern of the group that critiqued this module was that it does not relate to pregnant teens specifically. It is not different from a unit on this topic for teens who are not pregnant and the teachers felt that it should be. If the module were focused more, it would be more beneficial to youth in the target population.*

*SPECIFIC REACTIONS:*

*Two teachers field tested this module. One felt that there are too many objectives in the module and the other reported the number of objectives as being "just right." Both agreed that the objectives are somewhat appropriate for meeting the needs of youth in the target population. One teacher found it easy to measure the accomplishment of the objectives, while the other found the measurement difficult. Both teachers reported that the objectives were "closely" or "somewhat closely" related to the module topic.*

*One teacher indicated that the number of learning activities provided is sufficient to achieve the module objectives. The second teacher did not respond to this question on the Evaluation Checklist. One teacher felt that the activities emphasize the skills and knowledge needed by school-age pregnant and parenting students. She noted that they "touched on all areas but not in much depth." Both teachers agreed that the level of difficulty of the activities is appropriate for the students. And, although the activities address the needs of the target population, they "didn't deal enough with the necessary coping skills."*

*The suggested evaluation techniques are appropriate. The information in the module is complete and accurate. One teacher suggested a rearrangement of the units as follows:*

*Unit 8 - Personal Goals for Effective Parenting*
*Unit 1 - Becoming A Parent*
*Unit 2 - Pregnancy and Childbirth*
*Unit 3 - The Newborn*
*Unit 4 - How Children Grow*
*Unit 5 - Guiding A Child's Behavior*
*Unit 6 - Stress in the Family*
*Unit 7 - Help for Families*

*MODULE V CHILD DEVELOPMENT AND PARENTHOOD (con't)*

*Neither teacher taught the units in the order written. One used the revised sequence as indicated above. The other incorporated the information into the work being done in her class. In terms of additions to the module, one teacher suggested:*

> *More role playing situations. Students have difficulty expressing their feelings in writing. Almost every evaluation was a written paper. The majority of my students gave better reactions in role playing situations and were then able to write about their feelings, i.e. Evaluation Sheet #3 - "How Children Grow."*

*Both teachers felt that the module didn't really address the problems of pregnant teens and teenage parents. This was indicated as a topic that has been omitted or insufficiently developed. And, one teacher felt that the material presented is not geared to needs, concerns and interests of seventh through twelfth grade students in urban, suburban and rural schools. In her words: "it deals with the students (as if they) are adults. In truth they are children with children and need coping skills to deal with their day to day problems."*

*MODULE VI HEALTH AND SAFETY*

*OVERALL REACTIONS:*

*The discussion group highlighted several changes for this module:*

- *o chemical addiction should come first including physical reaction to drug withdrawal especially among females;*
- *o routine medical, dental and eye care should be emphasized;*
- *o difficulty in getting students to bring in pictures was noted. Strategies to facilitate this process would be helpful;*
- *o include fast foods in the nutritional guides; and*
- *o additional "signs of illness" were suggested.*

*SPECIFIC REACTIONS:*

*Three teachers field tested this module. Two of them felt that the number of objectives in this module is "just right" and the third teacher felt there are too many objectives in the module. All three indicated that the objectives are appropriate for meeting the needs of youth in the target population.*

MODULE VI HEALTH AND SAFETY (con't)

Two teachers found it easy to measure the accomplishment of the objectives while the third did not measure this accomplishment. All agreed that the objectives are related to the module topic.

In terms of the suggested learning activities, two teachers agreed that the number of activities is sufficient to achieve the objectives. The third teacher did not answer this question on the Evaluation Checklist. All three teachers agreed that the activities emphasize the skills and knowledge needed by school-age pregnant and parenting students. The level of difficulty of the activities is appropriate. Although the suggested learning activities address the needs of the school-age pregnant and parenting students, two teachers made the following comments:

- those exercises that seem for most students difficult are time consuming because they required knowledge, such as graphing. They are good learning experiences to work toward.

- students should fill in charts rather than have all the information provided.

The suggested evaluation techniques were reported to be appropriate for measuring the stated objectives. The module content is complete and accurate although, as one teacher noted, reference materials available in textbooks assigned to the school district soon will be 10 years old and inappropriate for "going into the 90s." Module sequence is logical.

The teachers taught the units in the order written. In terms of additions to the module, one teacher noted there are a lot of good videotapes on the use/abuse of drugs and alcohol among teens. Perhaps some of them should be used.

Feelings about teaching the module ranged from "exciting" to "I thought it was well developed, focusing on all areas of safety. I thought it used a lot of City services, i.e., first aid, etc." Comments on student reactions were: "good response" and "although this was not done in class due to time element and planning, I feel it was excellent."

MODULE VIII MARRIAGE AND FAMILY LIFE

OVERALL REACTIONS:

Members of the discussion group agreed that although most of the material covered in the module was very good, the module was too short. The students did not seem to lose interest in the activities despite the fact that many of the topics had been covered in health classes. It was the consensus of the group that a unit on stress management should be incorporated into the module. The suggestions for changes in the sequence of presentation of module topics are described in the following section.

The discussion group strongly recommends moving the unit on marriage to the end of the module. With this change, the sequence of presentation of units would be more appropriate: what is a family, families in the community, coping with family stress, planning for the future and then marriage.

SPECIFIC REACTIONS:

All three teachers who field tested this module reported that the number of objectives is "just right." They agreed that the objectives are "somewhat appropriate" to meet the needs of school-age pregnant and parenting students. Two teachers felt it was easy to measure the accomplishment of the objectives and the third felt that the measurement is difficult. All three reported that the objectives were closely related to the module topic.

All three teachers agreed that the number of suggested learning activities is sufficient to achieve the objectives and that the activities emphasize the skills and knowledge needed by school-age pregnant and parenting students. Two teachers found the level of difficulty appropriate for their students. One of these teachers specified that they are appropriate for ninth through twelfth grade students only. The third teacher indicated that the activities are too difficult for her students. Two teachers felt that the suggested learning activities address the needs of youth in the target population. One teacher added the qualifying phrase "in most instances." The third teacher did not provide a response to this question on the Checklist.

All three teachers responded that the suggested evaluation techniques in the module are appropriate for measuring the stated objectives. One teacher wanted less emphasis on television. All three agreed that the module content is accurate and complete. Two teachers suggested that the marriage objective should be moved to the end of the module. The third reported that the module's sequence is logical as it is.

Neither of the teachers who completed the "Evaluation Form for Field Test Team" taught the units in this module in the order written. Both of the teachers who completed this section provided a comment. One teacher wrote, "the unit on successful marriage should be last," and the other noted, "not enough time and some areas have been covered by me already this year. Used materials as needed." There was a suggestion for rearranging the components of this module: "limit on stress management and limit on fighting fair. Transfer units six and seven from module five to this module."

In response to the query about how well the material presented is geared to the needs, concerns and interests of seventh through twelfth grade students in urban, suburban and rural schools, one teacher responded: "some of this would be of little or no interest to a pregnant seventh or eighth grader. Successful marriage is the farthest thing from their minds." In addition, this teacher commented that she felt that the module was a success and the students enjoyed it.

*MODULE IX MANAGING SCHOOL, FAMILY AND WORK ROLES (con't)*

*OVERALL REACTIONS:*

*Since units two and three were viewed as more important to youth in the target population, a rearrangement of the sequence of presentation was suggested:*

- *o Managing Multiple Roles and Responsibilities*
- *o Managing Time*
- *o Education and Career Planning*

*Several additions to the module, as noted in the "Specific Reactions" section were discussed. It was suggested that the order of the activity sheets be rearranged as follows:*

*Page IX.27 - Managing Multiple Roles (Activity 6)*

*Page IX.22 - Planning My Career (Activity 1)*

*Page IX.24 - Finishing High School (Activity 3)*

*Page IX.28 - My Plan for Education (Evaluation Sheet 1)*

*It was suggested that the pages with the clowns be combined.*

*SPECIFIC REACTIONS:*

*One of the three teachers who field tested this module felt that the number of objectives are "just right" while the other two indicated that there are too few objectives in the module. Two teachers reported that the objectives were very appropriate for the module while the third teacher reported that the objectives were inappropriate. All teachers indicated that the objectives are either closely or somewhat closely related to the module topic.*

*Two teachers indicated the number of suggested learning activities are sufficient to achieve the objectives. The third teacher disagreed. She indicated that there are too few on multiple roles and too many on career planning. One teacher felt that the activities emphasize the skills and knowledge needed by school-age parents and parenting students. The other two teachers disagreed and commented: "work is not geared to the special needs of teen parents. It is more general and can be used in any class" and " they need more resources for where to look for a job." Two teachers agreed that the level of difficulty of the activities is appropriate. The third felt that the level of difficulty of the activites is too varied. Two teachers agree that the suggested learning activities address the needs of youth in the target population. The third felt that the activities are too varied to address the need.*

*MODULE IX MANAGING SCHOOL, FAMILY AND WORK ROLES (con't)*

*One teacher indicated that the suggested evaluation techniques in the module are appropriate for measuring the stated objectives. The other two teachers commented that: "for an afterschool program geared to dropouts, there is an overabundance of writing assignments" and "some activities had little or few measurable objectives." All three teachers agreed that the module's content is accurate and complete. All three felt that some change in the module's sequence is needed. Each commented on the checklist:*

- *o need to include resume writing and cover letters.*
- *o out of proper sequence. Start with many roles.*
- *o teen parents are more concerned with coping with everyday stresses than career planning. Arrange units to their attention first.*

*Only one teacher taught the units in the order written. One reversed the order: unit three, unit two and unit one. The third suggested the following order: managing multiple roles and responsibilities, education and career planning then managing time. In terms of changes to the module, it was suggested that the time management techniques be moved to the unit on stress management. Two teachers indicated that more objectives, learning activities and/or evaluation techniques should be added. One commented that needed additions are "how to write a resume, how to prepare a letter of application and how to respond to a blind ad in the newspaper." The other teacher commented: "recognize different roles assumed by individuals during a lifetime" and "recognize problems conflicting roles can present and apply workable solutions." Several references and resources were suggested:*

- *o VCR - <u>Women, Work and Babies</u>*
- *o Microcomputer programs - "Completing a Job Application" and "Resume Writing"*

*One teacher felt that the topic of managing multiple roles was insufficiently developed. Another noted that the topic of how to write a resume or cover letter had been omitted.*

*In response to the question about whether the material presented is geared to the needs, concerns and interests of seventh through twelfth grade students in urban, suburban and rural schools, one teacher noted:*

*MODULE IX MANAGING SCHOOL, FAMILY AND WORK ROLES (con't)*

> *The closer the student is to successfully completing high school, the more sense this unit makes to them. My personal opinion is a seventh grader will not view this unit as seriously as an eleventh or twelfth grade student due to lack of maturity, and the magical, unrealistic expectations which come with lack of maturity.*

*Teacher's feelings about teaching the module ranged from "I was very comfortable with this unit" to "basically well organized and sequential except I found some of the word usage to be for middle class, suburban youth. Reverse managing units: three, two, one." Only one teacher responded to the question about student reaction to the module. Her comment was, "students were receptive."*

*MODULE X GETTING THE MOST FOR YOUR MONEY*

*OVERALL REACTIONS:*

*There seems to be an implicit assumption in this module that the pregnant teen is a person who will live on her own and set up a budget. This assumption is not valid for most pregnant and parenting students who live in their parent's home. Emphasis on consumerism should be reduced and greater emphasis should be placed on housing, food stamps and solutions to child care problems. Information on how to get a social security number for the child. should be added as should more credit card activities.*

*SPECIFIC REACTIONS:*

*Of the three teachers who used this module, one felt that there are too many objectives, the second indicated that the number of objectives as just right and the third did not answer this question on the Evaluation Checklist. Two teachers felt that the objectives are somewhat appropriate for meeting the needs of school-age pregnant and parenting students. The third felt that the objectives are inappropriate. One teacher indicated that it was easy to measure the accomplishment of the objectives, one teacher thought that this measurement is difficult and the third did not measure objective accomplishment. Two teachers thought the objectives are closely related to the module topic while the third felt that the objectives and module topic are not related.*

*All teachers indicated that the learning activities provided are not sufficient to achieve the objectives. Two teachers indicated that there are not enough activities and the third that there are too many. Two teachers felt that the activities did not*

emphasize the skills and knowledge needed by youth in the target population. As one teacher commented, "many of these skills could not and would not be tested until a future date. The third teacher felt that the activities emphasize appropriate skills and knowledge. Two teachers indicated that the level of difficulty of the activities was appropriate. However, "some of the activities did not meet the students' immediate needs and they said they were difficult." The third teacher did not answer the question about the level of difficulty of the activities. Two teachers agreed that the suggested learning activities address the needs of the target population "but many of my students needed immediate information concerning their finances now, not in the future and we were too limited in time to complete everything," one teacher noted. The third teacher felt that the activities did not address the needs of youth in the target population.

In terms of evaluation, two teachers felt that the techniques included in the modules are appropriate for measuring the stated objectives. One teacher disagreed. Two teachers felt that the module content is accurate and complete. The third did not answer this question on the checklist. Two teachers agree that the module's sequence is logical. The third did not answer this question on the checklist. In the cases where there is one dissenting opinion, the teacher taking the minority position varies from question to question.

One of the three teachers involved in field testing this module did not actually teach it. Another left out a few of the suggested learning activities due to lack of time. In terms of revisions for the module, one teacher suggested that food cost comparison and reading labels could be combined with the nutrition unit. Several suggestions were made for additional references and resources:

- o telephone numbers of New Jersey Department of Housing, Welfare services at the county level, Planned Parenthood and/or clinics and well-baby clinics.

- o sample budget, sample correctly written check and sample bank statement.

When asked if any topic has been omitted or insufficiently developed, two teachers commented: "public assistance, more information on WIC and low cost child care" and "local community resources." In terms of whether the material presented is geared to the needs, concerns and interests of seventh through twelfth grade students in urban, suburban and rural schools, one teacher noted:

> I think the material is more suited to a student who will be living on her own, with child care, and an income of her own. Most of my students and their partners are living under their parents' roof and are very dependent on them.

*MODULE X GETTING THE MOST FOR YOUR MONEY (con't)*

*Another teacher commented: "No, slant is totally middle class. No emphasis at all on needs and financial concerns of young mothers."*

*When asked about their feelings about teaching the module, one teacher reported: "Anger! This is a unit taught by the business department. Nothing here fits or answers the needs of young parents. Entirely too much time is spent on consumer rights and information while not enough time is spent showing a young mother how to get the most for her money, or where to go in the community for help." Another teacher responded:*

> *On paper the ideas are interesting and the objectives certainly should and could be met. However, when they were presented to my students, they basically were not interested in budgeting for food, heat, etc. as they paid into their parents' homes. They were interested in information on credit cards and checking accounts and local community resources. These community resources, though, often left them angry and frustrated.*

## III. COMMENTS WRITTEN ON MODULE SHEETS

### MODULE I

### COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| I.1 | DELETE first specific objective.<br>SUGGESTION: Add physical, emotional, verbal, sexual abuse as an objective (two teachers suggestion). |
| I.2 | SUGGESTION: Add abuse - physical, verbal, emotional to third objective. |
| I.5 | GOOD |
| I.6 | GOOD IDEA - my students enjoy journal writings.<br>DELETE second learning activity.<br>SUGGESTION: (An alternative activity) as part of class requirement and for future references, students will keep a notebook. Students define goals and list their personal goals as far as priorities. |
| I.8 | Students enjoyed suggested learning activities one and four.<br>"Coat of Arms" |
| I.10 | SUGGESTION: Another activity for group behavior which works very well is to divide into small groups and give each group a golf or tennis ball. As a group they must invent a game (other than the norm) for the ball. They must demonstrate the game to the group. |
| I.11 | SUGGESTION: Do suggested learning activity three <u>first</u>. Students enjoyed it. Make the students more receptive to each other. Do suggested learning activity one <u>last.</u> |
| I.14 | QUERY: What are the asterisks for? |
| I.15 | Students became tired of talking about themselves by suggested learning activity three. Activity took too much time. |
| I.16 | (Feedback on evaluation technique) Too much like an English class. Teacher can lose the class. |
| I.17 | DELETE objective. Not necessary. Too much.<br>The suggested learning activity is a good homework assignment to end the objective. |

MODULE I

| PAGE | COMMENT |
|---|---|
| I.18 | (Feedback on evaluation technique) Could be written clearer for understanding by student. |
| I.19 | Not enough time to do all of these objectives! |
| I.21 | SUGGESTION: (Revision for learning activity) Students will write the definitions for roles and relationships first; then do the activity. |
| I.22 | SUGGESTION: List Webster's Dictionary as a reference/ resource. |
| I.23 | SUGGESTION: Evaluation Technique - Role play, teacher gives activity, relating to how self-concept influences behavior. |
| I.34 | I feel there is too much writing in this unit. |
| I.39 | Suggested learning activity two (use of Activity 19 "Power in Relationships") is not needed.<br><br>Objective four and suggested activity six "have the possibility of getting out of hand. Ground rules needed." |
| I.41 | Objective is "not needed. Too much HSPT work!" |
| I.42 | SUGGESTION: This activity of keeping files could be incorporated into the student journals. |
| I.49 | SUGGESTION: Have students write a definition of self disclosure in notebooks. |
| I.66 | SUGGESTION: Delete/change headings "not true at all about me," "somewhere in between the two," and "very true for me." This was confusing. Also substitute the word "line" for the word "continuum" in the directions. Delete/change first, right-hand option: "dishonest, do not say something if unpopular or contrary."<br><br>(These suggestions were made by two of the three teachers who used this module.) |
| I.79 | Page "actually not needed"! |
| I.101 | ADDITIONAL REFERENCE SOURCE: Slater, Shirley and Lee Cibrowski. What Do You Like About Yourself? Developing a Positive Self-Concept. Wash.,DC: Home Economics Education Assn., 1982. |

## MODULE II

### COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| II.1 | SUGGESTIONS: (1) Merge objectives four and five to read "Describe effective means of contraception and the advantages and disadvantages of each method." (2) Substitute the word "list" for the word "name" in objective six. (Two teachers suggested these changes.) |
| | SUGGESTION: Include physical abuse in the first objective. Substitute the phrase "contraceptive procedures" for the word "contraceptive" in objective four. |
| II.4 | SUGGESTIONS: (1) Title "Pre-test" should be changed to "Introduction to Unit" or "Activity Sheet." |
| | (2) Substitute the word "difference" for the word "distinction" in statement one. Substitute the word "goals" for the phrase "highest level of fulfillment" in statement nine. Substitute the word "whether" for the phrase "the extent to which" in statement two. |
| | (3) Delete statement six. (Two teachers suggested this deletion.) |
| | Student responses: "stupid questions," "questions are too wordy." |
| | Teacher response: "wording is terrible, not at pregnant teens level." |
| II.5 | SUGGESTIONS: (1) Substitute the word "define" or "discuss" for the phrase "look up" in the first line of the first suggested learning activity. (2) Add the following words to the list: |
| | commitment<br>love<br>responsibility<br>mature/maturity |
| | And discuss meaning of them for the students personally. |

MODULE II

| PAGE | COMMENT |
|---|---|
| | (3) Delete the words "a personal philosophy about" from suggested learning activity two. (All three teachers suggested this.) |
| | (4) Have teacher select poem or other material for suggested learning activity three. |
| | (5) Combine suggested learning activities four and five. |
| | (6) Delete last sentence from suggested learning activity five. (All three teachers suggested this.) |
| | (7) Delete suggested learning activity six. There are "no easy answers" to this. |
| II.6 | SUGGESTIONS: (1) Delete first evaluation technique, "too vague." |
| | (2) Shorten writing requirement in evaluation technique three. |
| | (3) Use teacher selected references rather than those listed in the middle of the column. |
| II.7 | SUGGESTIONS: (1) Rephrase 1b to state: "<u>midpoint</u> in menstruation cycle" or "halfway between menstruation periods." |
| | (2) Substitute the word "system" for the word "cycle" in statement two. |
| | (3) Change the final question to: "List two questions pertaining to human reproduction and answer the questions." <u>or</u> "List 4-5 questions that you have about human reproduction." |
| II.8 | SUGGESTIONS: (1) Delete suggested learning activity four. (All three teachers suggested this.) |
| | (2) Use a paper puzzle of the reproductive system or a game, "Name That Part," instead of duplication of diagram in suggested learning activity two. |

MODULE II

| PAGE | COMMENT |
|---|---|
| II.9 | SUGGESTIONS: (1) Substitute the words "becoming pregnant" for "conceiving a child" in the evaluation technique."<br><br>(2) Use of puzzle, reproductive system bingo, Jeopardy or "Name That Part" as an evaluation technique.<br><br>(3) Use of "Dear Wilbur" or "Dear Willemina" letters. Students write letters of advice to friends who are contemplating having sexual relations. |
| II.10 | SUGGESTIONS: (1) Add the phrase "and recognize the advantages and disadvantages of each method" to the objective as stated.<br><br>(2) Delete suggested learning activity four. What doctor will talk unless the student is receiving prenatal care"?<br><br>(3) Another activity: How to use a condom correctly. Each student is given a card with one step in the process. The students must work as a group to put the steps in the correct order. |
| II.11 | SUGGESTION: Delete abortion from the list of contraceptive methods listed among the evaluation techniques.<br><br>"The rhythm method is not considered a reliable method. Would prefer to see Natural Planning Method, which is not advised for teens because of all record keeping. If taught, can use Math HSPT skill for reading thermometer." (teacher comment) |
| II.12 | SUGGESTION: Substitute the words "postpone or delay" for the term "prevent" in objective and suggested learning activities.<br><br>"Is this (objective) relevant to parenting/pregnant students"? |
| II.14 | SUGGESTIONS: (1) Substitute the word "list" for the word "name" in the objective.<br><br>(2) <u>Role Play Activity</u> - Alex is treated for syphilis and tells Linda she needs treatment. Linda says she has no symptoms and is not going for treatment. |

MODULE II

| PAGE | COMMENT |
|---|---|
| | (3) Role Play Activity - Ron and Tina are married. He becomes intoxicated one night and has sex with someone else. He contracts genital herpes but does not tell Tina. |
| | (4) Role Play Activity - Rob is treated for gonorrhea. He tells Cindy, his girlfriend, she needs to go to a doctor. She goes to her family doctor for a "check up." The doctor checks her heart rate, blood pressure, eyes, ears and tells her she is in excellent health. |
| | QUERY: What self exam is available for STD? Delete the words "self examination" from final suggested learning activity. |
| II.15 | SUGGESTIONS: (1) Round Robin/Role Play Evaluation Technique. Students sit in a circle and pretend they are talking to their lover or doctor explaining the symptoms of their "problem." Class must determine disease and give cure. |
| | (2) STD Jeopardy Evaluation Technique. Students can devise game information by giving the symptoms. The cure can be an extension of the answer. |
| II.16 | An objective on physical abuse is needed. |
| | Suggested learning activity one is above the level of the students. |
| II.17 | SUGGESTION: Discuss sexual and physical abuse with students. (This was added in the evaluation techniques column.) |
| II.18 | SUGGESTIONS: (1) Substitute the words "the right time" for the words "situationally appropriate" in the objective. |
| | (2) This objective should follow page II.10 as a follow-up to contraception. |
| II.19 | One teacher questions the use of the word "resolve" in the first sentence of evaluation technique three. |

MODULE II

| PAGE | COMMENT |
|---|---|
| | SUGGESTIONS: Other evaluation techniques - (1) role play some ways to say "no"; (2) write a romantic story or use an excerpt from a novel - "learn to say no" approach as a conclusion; or (3) use magazine ads to create a dialogue on how to say "no." |
| II.22 | Reference to Maslow in suggested learning activity one is not needed. Students will not know who Maslow is.<br><br>Delete the first suggested learning activity. It is "too high." |
| II.23 | SUGGESTION: Focus on short term goals only in evaluation technique. |
| II.24 | SUGGESTIONS: (1) Add "teen pregnancy" to the list of terms in section three of the activity.<br><br>(2) Use a magazine in class rather than visiting the library in section three of the activity.<br><br>(3) Delete sections four and five. (Two different teachers recommended one deletion each.) |
| II.25 | SUGGESTIONS: (1) Delete the drawing. Give a diagram with numbers on parts to be labeled. (Two teachers' suggestion.)<br><br>(2) Delete question three. |
| II.27 | SUGGESTION: Provide references for this activity. |
| II.28 | SUGGESTION: Make boxes bigger by deleting the third column, "prevention." |
| II.31 | Reword the phrase, "it's always a line" at the end of statement one. This phrase has no meaning for teens. |
| II.32 | ADDITIONAL REFERENCES AND RESOURCES:<br><br>"AIDS: Questions Students Ask," Choices Magazine, October, 1987.<br><br>"AIDS: The Future and You," Choices Magazine, October, 1988.<br><br>Bergen County Planned Parenthood, Positive Images: A New Approach to Contraceptive. (workbook) |

MODULE II

| PAGE | COMMENT |
|---|---|
| II.32 | ADDITIONAL REFERENCES AND RESOURCES: |

Bombeck, Erma. "You Don't Love Me," If Life is a Bowl of Cherries, What Am I Doing in the Pits? (1978)

Burt, John J. and Linda Brower-Meeks. Education for Sexuality: Concepts and Programs for Teaching. Philadelphia, PA: W.B. Saunders Co., 1975. (Excellent for male reproductive system.)

"Incest: The Tragedy of Sexual Abuse," Choices Magazine, Nov., 1988.

Shephard, Bruce D. and Carroll A. Shephard. The Complete Guide to Women's Health, New York: The New American Library, 1985.

VCR - "After School Special" on Rape (September 1988).

NOTE SUGGESTED ALTERNATIVE MATERIALS ATTACHED.

## MODULE III

## COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| III.1 | SUGGESTIONS: (1) Move objective eight to the number three position. (All teachers suggested this change.) |
| | (2) Add an objective - distinguish between fact and myth regarding pregnancy. |
| III.4 | SUGGESTION: Rename sheet "Introductory Sheet" or "Survey." Activity on this page could be distinguishing between pregnancy facts and fallacies. |
| III.7 | SUGGESTIONS: (1) Change title from "Pre-Test" |
| | (2) Delete last column of table. Students have difficulty with long term goals. |
| | (3) Possibly have a panel discussion of specific age groups in section two. |
| | (4) Add the following terms to the vocabulary list at the bottom of the page: principles/integrity, standards, beliefs. |
| III.8 | "Somewhere I feel principles should be included." (teacher comment) |
| | SUGGESTION: Panel discussion of 20 or 30 years olds who were teen parents. |
| III.10 | SUGGESTION: Reverse the order of objectives and suggested learning activities on this page. (Two teachers suggested this.) |
| III.11 | ADDITIONAL RESOURCE: VHS -- Teens, Sex and Pregnancy. |
| III.12 | SUGGESTION: Rename "Pre-Test" to "Introductory Activity." |
| III.13 | Students enjoyed third and fourth activities. |
| III.14 | RE: Evaluation Techniques -- most students wrote about their mothers. (Teacher was surprised.) |

MODULE III

| PAGE | COMMENT |
|---|---|
| III.15 | SUGGESTIONS: (1) Delete the phrase "in our society" from the end of the objective statement.<br><br>(2) Add "What was the reaction of your friends"? to the list of questions for the students' personal notebooks.<br><br>(3) Sub-unit on principles could go here. Define principles and get student's viewpoints. |
| III.21 | A math skill component could be included.<br><br>SUGGESTIONS: (1) Add "fish experiment" as an evaluation technique.<br><br>(2) Reading skill should be listed in HSPT column. |
| III.23 | Math skill should be listed in HSPT column. |
| III.24 | One teacher asked the writers to remember that some classes are made up of special needs students. To reflect their needs, objective should contain a statement about distinguishing between long term and short term goals. |
| III.29 | SUGGESTIONS: For suggested learning activity three use A+ For Kids: Children of Children (Sunday, October 23, 1988, 7:00 - 9:00pm, channel 9.) |
| III.30 | SUGGESTIONS: Evaluation Techniques<br><br>After students watch "children of children," have them answer the following questions:<br><br>Why do most teenage pregnancies occur?<br>Do most teenage mothers make responsible parents?<br>Why do some teenagers intentionally become pregnant?<br>If you could reverse time and given a second chance, would you be pregnant now?<br>How has being pregnant changed your life style? |

## MODULE III

| PAGE | COMMENT |
|---|---|
| III.32 | A suggested resource: I Want To Keep My Baby. A novel by Joanna Lee. |
| III.35 | Evaluation technique was very successful. |
| III.36 | Suggested learning activity one was very successful. |
| III.38 | Resources for suggested learning activity two.<br>o Dr. Leonetti, obstetrician, spoke on "Teenage Pregnancy Needs."<br>o Mrs. M. Donovan of St. Mary's Hospital spoke on "Substance Abuse During Pregnancy and Beyond."<br>o W.C. Harrison, Prevention Counselor with Association for Retarded Citizens (ARC) is available to speak on topics covering alcohol, drugs, genetics, nutrition and teenage pregnancy. |
| III.50 | Case studies good for HSPT writing component. |
| III.50 | ADDITIONAL REFERENCES AND RESOURCES |

Lindsay, Jeanne Warren. Teens Parenting. Buena Park, CA: Morning Glory Press, 1981.

Scher, Jonathan and Carol Dix. Everything You Need to Know About Pregnancy in the 1980s. Garden City, NY: Doubleday and Co., 1983.

Shephard, Bruce D. and Carroll A. Shephard. The Complete Guide to Women's Health. New York: The New American Library, 1985.

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MODULE IV

COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| IV.1 | SUGGESTION: Substitute the word "analyze" for the phrase "evaluate each student's" in objective five. |
| IV.4 | SUGGESTIONS: (1) Revise directions to state true or false, not "T" for true and "B" for full of baloney.<br><br>(2) Revise statement one to read: Cold cuts such as ham and bologna,... |
| IV.5 | SUGGESTION: Revise sentence two of suggested learning activity one to read: Have students respond to a fact vs. fallacy activity to see what they know and do not know. |
| IV.6 | SUGGESTION: (1) Add the words "and word searches" after "puzzles" in first sentence of evaluation technique one.<br><br>(2) Add to end of evaluation technique one: "Crossword Magic" on micro-computer. Distributed by Mindscope, #00691. |
| IV.8 | SUGGESTION: Add to end of evaluation technique one "(or a computer program)." |
| IV.11 | Suggested learning activity three can also be done in chart form. |
| IV.13 | Activity Six (IV.35) is redundant after doing Activity One (IV.29) in an earlier unit, see page IV.7.<br><br>The fourth suggested learning activity often requires more time than the teacher has with the pregnant students.<br><br>SUGGESTION: Substitute the word "evaluate" for the word "analyze" in the statement of the objective. |
| IV.14 | SUGGESTED RESOURCE: Ohl, Suzanne, Guide to Modern Meals. p.170, Webster Division, McGraw-Hill Book Co., Fourth Edition, 1985. |
| IV.15 | Lower academic students preferred the first suggested learning activity more than higher academic students.<br><br>Students needed to refer back to the nutrient chart to complete suggested learning activity one. |

MODULE IV

| PAGE | COMMENT |
|---|---|
| | Suggested learning activity two is redundant. Too many crossword puzzles. |
| IV.16 | SUGGESTED RESOURCE. Crossword Magic (microcomputer software). |
| IV.17 | SUGGESTION: Include disadvantages of breast and bottle-feeding in both the objective and the second suggested learning activity. |
| | The third suggested learning activity was not appropriate for one of the programs. (afterschool program for drop-outs who are pregnant or parenting youth) |
| | The fourth suggested learning activity was discussed in class. Students did not do the actual calculations or take the trip to the supermarket. |
| IV.18 | SUGGESTED RESOURCE. Lindsay, Jeanne W. Teens Parenting. Buena Park, CA: Morning Glory Press, 1981. |
| IV.19 | SUGGESTION: Indicate why some of your (student's) likes/dislikes should not be passed on to your child. Emphasize this issue. (Comment was written in the objective column. I'm not sure where it belongs.) |
| | Did not complete due to lack of time. It would be interesting to follow up on this. Many of my parenting teens (most) do not have control of what is bought, cooked or served in their household and although the information is necessary it does not meet their primary needs at this time. (teacher's comment) |
| IV.20 | SUGGESTED RESOURCE. NASCO filmstrip series. |
| IV.21 | SUGGESTIONS: (1) Activity - use newspaper ads to buy food: low, moderate and high budgets. Use coupons. |
| | (2) Family income vs. budgeting (Objective to distinguish between the two, maybe?) |
| | (3) Have students learn how to shop: newspaper ads, make a shopping list, spending only the amount allotted. |
| | (4) Teach students how to use coupons and rebates. |

MODULE IV

| PAGE | COMMENT |
|---|---|
| IV.22 | SUGGESTION: Add Math IV.21, Reading IV.21 and Writing IV.21 to HSPT Basic Skills column. |
| IV.23 | SUGGESTIONS: (1) Add the objective, "The student will discover the importance of reading labels." or "The student will identify the importance of reading a label."<br><br>(2) Substitute the following for suggested learning activity two: Discuss the addition of calcium, iron, oat, bran, etc. to products to make them more nutritious.<br><br>(3) Delete suggested learning activity four. |
| IV.24 | Evaluation technique two was good but a little difficult for some students. |
| IV.25 | SUGGESTION: Add the objective, "Have student understand the importance of reading labels."<br><br>Delete suggested learning activity. The material was touched upon in previous discussion on food labels and choices, however time did not permit field testing. |
| IV.27 | SUGGESTION: Delete last two sentences of suggested learning activity. All students have completed application forms before module began. |
| IV.29 | The double process of these math problems was difficult for some of my students.<br><br>The questions (at the bottom of the page) were answered even by those who did not do the math. |
| IV.30 | The female students especially used this activity as a good discussion starter.<br><br>Excuse #4 (I don't have time to eat right) was usually the first listed. |
| IV.31 | Good assignment. Students enjoyed this. |
| IV.34 | We did this as a large group activity. It generated much discussion. |
| IV.36 | Found the choice easy but often did not know why. This led to good discussion -- but was lengthy. |

MODULE IV

| PAGE | COMMENT |
|---|---|
| IV.38 | Outdated! Needs to be revised. Purposes of vitamin C (ascorbic acid) are in reversed order. |
| IV.39 | Activity was used as homework and then discussed in class. |
| | SUGGESTION: Add to directions: using activities eight and nine, answer the following. |
| | NOTE: Both "Nursery Nutrients" (page IV.38) and "Nutrition and Notable Characters" (page IV.39+) are labelled "Activity 9." |
| IV.42 | Use Crossword Magic microcomputer software package by Mindscope. |
| | Tell students to use Activities eight and nine. |
| IV.43 | SUGGESTION: Omit key from the bottom of the page. |
| IV.44 | Also include disadvantages. |
| IV.45 | SUGGESTION: May be unable to take a trip. Teacher bring in samples. |
| IV.46 | SUGGESTION: Teacher bring in samples to evaluate and also taste test. |
| IV.47 | Activity was especially helpful to overweight pregnant teens. |
| | SUGGESTION: Add activity on fats and cholesterol. |
| IV.48 | SUGGESTIONS: (1) Do not misspell Philadelphia, even on purpose. |
| | (2) Add "oat bran muffins" to list of high fiber items in the third sentence. |
| | (3) Add another question to the bottom of the page; "what have you learned about the addition of soluable fiber, such as in oat bran, to your diet"? |
| IV.51 | ADDITIONAL REFERENCE SOURCES |
| | Verrilli, George and Anne Marie Mueser, While Waiting, A Prenatal Guidebook. New York: St. Martin's Press. |
| | Lindsay, Jeanne Warren. Teens Parenting. Buena Park, CA: Morning Glory Press, 1981. |
| NOTE | SUGGESTED ALTERNATIVE MATERIALS ATTACHED |

## MODULE V

## COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| V.1 | "Thirty Objectives! (too many)" |
| V.5 | SUGGESTION: Change name of activity from "pre-test" to "introduction" or "survey." |
| V.6 | RE: SUGGESTED LEARNING ACTIVITIES - "what are the checklists? Give examples." |
| V.7 | RE: REFERENCES AND RESOURCES - Teen Mom, A New Beginning. |
| | SUGGESTION: Footsteps Series is excellent for examples of various family situations. Also, Teen Mom, A New Beginning, 20-30 minute segments. (Both suggested as additional resources.) |
| V.9 | SUGGESTION: Sunburst filmstrip. Four Pregnant Teenagers/Four Choices, Four Teens (suggested resources). |
| V.10 | SUGGESTION: Use students' names in suggested learning activity one. |
| | Suggested learning activities one and two did not work well. Students were repetitious (with the words they selected) or could not think of words to go with the letters. (teacher's comment) |
| V.11 | SUGGESTION: Use a bulletin board as part of evaluation technique one. |
| V.12 | SUGGESTION: Have students discuss their experiences. Who helped them adjust to parenthood and caring for their child? (additional suggested learning activity.) |
| V.13 | Students found this worksheet (Evaluation Sheet #1, V.69) difficult to work with. The scoring was confusing for them. |
| V.15 | SUGGESTION: Delete suggested learning activity one. It is "too time consuming." Instead, have students review NASCO's Human Reproduction and Development Life Form Replicas. |

MODULE V

| PAGE | COMMENT |
|---|---|
| V.17 | SUGGESTION: Delete second suggested learning activity. (Both teachers' suggestion.) |
| V.19 | SUGGESTION: Include math skills in suggested learning activity three. Indicate how much money is to be spent. |
| V.20 | SUGGESTION: Another resource is "actual hospital bills." |
| V.21 | SUGGESTION: Use the vocabulary words in suggested learning activity two in a story in such a way that the words appear in the story in the correct order. |
| V.22 | SUGGESTION: ADDITIONAL RESOURCE - Understanding Your Sexuality: Male and Female Sexual Systems. |
| V.23 | SUGGESTION: Delete suggested learning activity one. It is not practical. |
| V.24 | (Question about Evaluation Technique) - What if they don't have a newborn or have not delivered a baby? |
| V.25 | RE: suggested learning activity four - understand that schedule cannot be "set," demand feeding is taught. |
| V.27 | SUGGESTION: Objective presents too great a time span. Do "from birth to age one." Unrealistic. This age span is too long. Each age group in this span covers a vast amount of changes. Too much information to cover. |
| V.28 | RE: evaluation techniques - Charts are available. No need for students to create a time line. |
| V.29 | Previous objection holds here. Too much information to cover. Time span is too long. |
| V.31 | Stick to one year of development. |
| V.34 | Evaluation technique two is unrealistic. It is "too impossible." |
| V.38 | (Possible error in last line of suggested learning activities) Discuss response to Activity #9. (?) |
| V.40 | SUGGESTION: Add the words "and mentally ready" to the first component in suggested learning activity four. |

MODULE V

| PAGE | COMMENT |
|---|---|
| V.44 | SUGGESTION: (Additional suggested learning activity) Role play a situation of child abuse. How could this have been avoided? What should the adult reaction be? |
| V.45 | SUGGESTION: ADDITIONAL RESOURCE - Strong Kids, Safe Kids -- Paramount Home Video |
| V.50 | SUGGESTION: (1) Inform students that neglect is also a form of child abuse. (Addition to suggested learning activity three)<br><br>(2) Spider plant to pot, root and care for. Maintain calendar of care: December to May. (Alternative to suggested learning activity four.) |
| V.66 | SUGGESTIONS: (1) Add to checklist - Is it an approved center?<br><br>(2) Add to section on child's needs - View a menu.<br><br>(3) Add to second question in parents' needs section - Are there late fees?<br><br>(4) Add to list of Parents' needs - How are you notified for emergency closings? What holidays are celebrated with the center closed? Is the center or facility closed for vacations? |
| V.67 | SUGGESTION: It should be explained that they are applying for a life time position, 24 hours per day, no vacations or time off.<br><br>Good Activity! |
| V.69 | SUGGESTION: Get rid of rating scale. Scale changes on either side of the page. Confusing. Directions ask students to list 10 responsibilities but only nine lines are provided. |
| V.73 | SUGGESTION: Add "- you have been abused" and "- you can no longer cope with your life" to the list of "where would you go, if" options. |

## MODULE VI

### COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| VI.1 | SUGGESTIONS: (1) Move unit five to unit one spot. Move all other units down one position. (Two teachers suggested this.)<br><br>(2) Replace "demonstrate" in objective seven with "describe." Given the various instruments on the market and the risks involved with using someone's child or the lack of an anatomically correct doll, a student demonstration is unrealistic. |
| VI.2 | SUGGESTIONS: (1) Last three objectives should be taught first.<br><br>(2) Substitute "alcohol consumption" for the second occurrence of "alcoholism" in objective 13.<br><br>(3) Delete the word "illegal" from objective 14. |
| VI.5 | SUGGESTIONS: Qualifying words are misleading. Statements should be clear, leading students to critical thinking. (1) Delete "all" from beginning of statement eight and "always" from statement nine.<br><br>(2) Rephrase statement two to read: Good dental practices in children under the age of five are not necessary since they are very young and only have their baby teeth.<br><br>(3) Delete asterisks and statement at the bottom of the form.<br><br>(4) Quantify questions at bottom of the page with phrases like "list three questions..." |
| VI.6 | SUGGESTIONS: (1) Modify objective two to read: "... medical, dental and eye care."<br><br>(2) Modify suggested learning activity six to read: Have students create a yearly calendar and schedule regular checkups including medical care, dental care and eye care. |

MODULE VI

| PAGE | COMMENT |
|---|---|
| | (3) RE: suggested learning activity seven - I searched earlier modules but did not locate information on special care needs during and after pregnancy. Perhaps module references should be cited. |
| VI.7 | RE: EVALUATION TECHNIQUES - also eye care. |
| | ADDITONAL RESOURCES - Dental Health Advisor, "Your Child's First Visit" by Betty Gibb, Whettle Communications, Knoxville, TN., 1988. and The Developing Child Third Edition, Revised by Holly E. Brisbane, pp.79-91. |
| VI.8 | SUGGESTION: Put objective in the nutrition module. |
| VI.9 | SUGGESTIONS: (1) Choose a diet and discuss why you would use it (alternative evaluation technique). |
| | (2) Weight Loss - The Right Way, Sunburst series. Discusses pros and cons. (suggested resource) |
| | (3) Delete "what is your best weight range?" from evaluation technique questions. It is not consistent with or reflected in the objective or learning activity. |
| | (4) Discovering Nutrition by Helen Kowtaluk. (suggested resource) |
| VI.10 | SUGGESTIONS: (1) Delete the words "special" and "sometimes" from objective one. |
| | (2) Decrease the requirement in objective two from "five years" to "two years." |
| | (3) Replace the word "demonstrate" with the word "describe" in objective three. |
| | (4) Delete objective five. It is "too uninteresting." |
| VI.11 | SUGGESTIONS: (1) The Developing Child by Holly E. Brisbane, 1980, pp.119-124. (suggested resource) |

*MODULE VI*

| *PAGE* | *COMMENT* |
|---|---|
| | *(2) The evaluation technique is a good math activity, however, it required much time and graphing examples to help pupils understand the purpose and see the relationship. A good learning experience if form is consistently carried through-out all modules.* |
| | *(3) Delete evaluation technique.* |
| *VI.15* | *SUGGESTIONS: (1) Use Evaluation Sheet Two (VI.38) "Child Safety" as a pre-test to correct misconceptions. Students could then rewrite all the statements in correct cause and effect order."* |
| | *(2) Delete the words "preparing a public service announcement for radio" from evaluation technique two.* |
| *VI.17* | *SUGGESTIONS: (1) Use a store catalog rather than visit a store in evaluation technique one.* |
| | *(2) Delete the last sentence from evaluation strategy one.* |
| *VI.18* | *Objective three is not practical. Suggested learning activity five is cost prohibitive.* |
| | *SUGGESTIONS: (1) The student will analyze first aid supplies required to assemble a first aid kit for use in the home. (suggested objective.)* |
| | *(2) "Have students analyze the first aid supplies in their homes. Suggested... aid kit, by modifying their list. Discuss... used." (sic)/(suggested activity).* |
| | *Objective three might have to be done as an in class activity.* |
| | *SUGGESTIONS: (1) Last sentence of suggested learning activity six is an evaluation technique.* |
| | *(2) Have important telephone number list laminated (suggested learning activity one.)* |
| | *(3) Johnson and Johnson or local pharmaceutical company could donate items for suggested learning activity five.* |

*MODULE VI*

| *PAGE* | *COMMENT* |
|---|---|
| *VI.19* | *SUGGESTIONS: (1) Delete evaluation technique one.* |
| | *(2) If analysis of first aid supplies is adopted as an objective, evaluation technique could be: have students discuss their first aid lists. Ask each student to evaluate his/her list in terms of proper components, sterile packaging and storage, etc.* |
| *VI.20* | *SUGGESTIONS: (1) Change the second occurrence of alcoholism in objective two to "alcohol consumption."* |
| | *(2) Use last sentence of suggested learning activity five as an evaluation technique.* |
| *VI.21* | *SUGGESTION: Rephrase the statement "write reaction papers" in evaluation techniques.* |
| *VI.22* | *SUGGESTIONS: (1) Rephrase "draw the line with experimentation" at the end of suggested learning activity one.* |
| | *(2) Delete the word "illegal" from objective.* |
| *VI.23* | *SUGGESTIONS: (1) Use Maslow's theory in reference to safety needs -- emotional needs. (suggested resource)* |
| | *(2) Delete the word "illegal" from evaluation technique. Add the phrase "upon themselves and the child born or unborn" to the end of the evaluation technique.* |
| *VI.24* | *SUGGESTIONS: (1) Give headings and have students fill in specifics.* |
| | *(2) Substitute the word "happen" for the words "be apparent" in the first sentence of the directions.* |
| | *(3) Add to Temperature Category - "extreme changes in body temperature."* |
| | *(4) Add to Odd Movement Category, beside "hardly moving" - "lethargic (dull, sluggish)."* |

*MODULE VI*

| *PAGE* | *COMMENT* |
|---|---|
| | *(5) Change heading "Diarrhea" to "Bowel Movements."* |
| | *(6) Add "constipation" to list under Bowel Movements/Diarrhea.* |
| | *(7) Add "unusual color change or odor" to list under Diarrhea/Bowel Movements.* |
| | *(8) Also include: "pain responses/tender to touch, sharp change in cry or body movement, abdominal area, glands, ears."* |
| *VI.30* | *SUGGESTION: Spaces should all be the same length. Pupils count the spaces, rather than reading for content.* |
| *VI.31* | *SUGGESTION: Have students fill in safety tips after discussing facts.* |
| *VI.34* | *SUGGESTIONS: (1) Add the word "get" before "rid of" at the end of the fourth line of the directions.* |
| | *(2) Add a fifth step at the bottom of the page: "Carefully read labels for nontoxic materials, care instructions (machine washable), flammability and electrical safety (UL tag)."* |
| *VI.39* | *SUGGESTION: Delete the word "part" in clue 4-across.* |
| *VI.39a* | *CORRECTIONS: (1) "u" missing in the word OUTLET, 16-down.* |
| | *(2) SWIMMER is misspelled, 15-down.* |
| *NOTE* | *ADDITIONAL INFORMATION FROM TEACHERS ATTACHED.* |

## MODULE VIII

## COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| VIII.1 | SUGGESTIONS: (1) Insert the word "should" between "family" and "contributes" in objective four.<br><br>(2) Add "stress management" to objective nine.<br><br>(3) Move objective six to the bottom of the list of objectives. (This suggestion goes along with the one to move unit three to the unit five position.) |
| VIII.4 | SUGGESTIONS: (1) Rename "Pre-test". Call it "Survey" or "Introduction".<br><br>(2) Add "Blended Family" and "Single Parent Family" to vocabulary list.<br><br>(3) Use item five as a discussion topic after community and before events that change a family. |
| VIII.6 | SUGGESTIONS: (1) Use first evaluation technique at end of entire module.<br><br>(2) Alternative evaluation technique: Have student define each need category and give specific examples of how these needs are fulfilled by family members. |
| VIII.7 | Suggested learning activity four should be an activity for the previous objective.<br><br>SUGGESTION: (Additional suggested learning activity) Make posters showing each type of family. |
| VIII.8 | SUGGESTION: Substitute the words "a marriage" for "a bonding between two people" in the evaluation technique.<br><br>The quotation has more to do with a successful marriage objective. |
| VIII.9 | SUGGESTIONS: (1) Insert the word "should" between "family" and "contributes" in the objective statement. (Three teachers suggested this.) |

## MODULE VIII

| PAGE | | COMMENT |
|---|---|---|
| | | (2) Add a decision-making step to the fourth suggested learning activity. |
| VIII.13 | SUGGESTION: | Move objective to the end. This should be the last objective in the module after discussing the problems and stresses of family life they will be better able to discuss how to strive to make a marriage successful. |
| VIII.15 | SUGGESTION: | (1) Substitute the word "one" for the word "each" in the first sentence of suggested learning activity two. (two occurences) |
| VIII.17 | SUGGESTIONS: | (1) Include stress management unit. Students need to be able to identify types of stress -- causes and desired coping skills. "Fighting Fair" in Choices (additional resource -- see attached). |
| | | (2) Add "child abuse" and "fighting between parents" to suggested learning activity four. |
| VIII.19 | Objective seems more appropriate for successful marriage unit. | |
| | SUGGESTION: | Modify objective to read "one stage of family life." |
| VIII.23 | SUGGESTION: | Change activity number from three to two. |
| VIII.26 | SUGGESTION: | Change number of things I love to do from twenty to ten. |
| VIII.32 | What chart is referenced in section two of the evaluation sheet? (Two teachers had this question.) | |
| | SUGGESTION: | Move the activity using this evaluation sheet to the end of the module. |

## MODULE IX

## COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| IX.1 | SUGGESTIONS: (1) Substitute the words "decide on" for the word "analyze" in objective two.<br><br>(2) Include "long and short term" in obective three.<br><br>(3) Substitute the word "review" for the word "analyze" in objective four.<br><br>(4) Substitute the word "properly" for the word "practice" in objective five. Insert "practice proper techniques" before "interviewing" in objective five.<br><br>(5) Rephrase objective five: Properly complete job applications and demonstrate proper methods of interviewing for jobs.<br><br>(6) Substitute the word "many" for "multiple" in objective eight.<br><br>(7) Add another objective: Complete a resume, a letter of application and a cover letter.<br><br>More emphasis should be placed on the portion of the module pertaining to ways of managing multiple roles and responsibilities. |
| IX.4 | SUGGESTIONS: (1) Substitute "are too much for" for "overwhelm" in statement six.<br><br>(2) Substitute "would like to have" for "intend to pursue" in statement seven.<br><br>(3) Substitute "an" for "a potential" in statement ten. |
| IX.5 | Suggested learning activity one is "not appropriate."<br><br>SUGGESTION: Activities in suggested learning activity six should be rearranged. See notes on pages IX.17-21. |
| IX.6 | SUGGESTIONS: (1) Additional evaluation technique -- brief descriptive paragraph on careers they were interested in.<br><br>(2) Additional evaluation technique -- students write a brief report stating related occupations, job outlook and salary. |

MODULE IX

| PAGE | | COMMENT |
|---|---|---|
| | | (3) Additional evaluation technique -- students identify a variety of sources for job leads: newspapers, trade journals, yellow pages (does not list openings but will list companies of interest), friends and families, high school/college bulletin boards, etc. |
| | | (4) Additional references and resources: career and job box; college fairs; yellow pages; microcomputer program "Resume Writing" -- will list open ended sentence examples for skills. |
| IX.7 | SUGGESTIONS: | (1) Reverse objectives one and two. |
| | | (2) Substitute "advantages and disadvantages" for "the relative merits" in suggested learning activity one. |
| IX.9 | SUGGESTION: | Substitute the word "accurately" for the word "practice" in the objective statement. |
| IX.10 | SUGGESTIONS: | (1) Suggested evaluation technique -- complete an employmennt application form. It can be taken with them to fill out future application forms. |
| | | (2) Suggested evaluation technique -- add "why should I hire you if I have another applicant just as well qualified" to the checklist of Dos and Don'ts. |
| | | (3) Additional evaluation technique -- students can give verbal and written responses to frequently asked questions:<br>(a) Tell me something about yourself.<br>(b) What are your weaknesses and strengths?<br>(c) I have other candidates for this position who are better qualified. Why should you get this job?<br>(d) What are your hobbies or interests? |
| | | (4) Additional resources: Microcomputer programs on resume writing, job application and letter of application. |
| IX.11 | SUGGESTIONS: | (1) Delete "r" at end of "Resource" in statement of objective. |

## MODULE IX

| PAGE | COMMENT |
|---|---|
| | (2) Substitute the word "record" for the word "describe" in objective statement. |
| | Objective can be done in stress management unit as a means of reducing stress through proper time management. |
| IX.13 | SUGGESTION: Substitute the word "good" for the word "effective" in the objective statement. |
| IX.15 | SUGGESTIONS: (1) Substitute the word "many" for "multiple" in the objective statement. |
| | (2) Additional objective: students will recognize different roles, conflicting roles and solutions. |
| | (3) Alternative objectives: (a) Students will recognize different roles individuals assume during their life time. (b) Students will recognize problems conflicting roles can present and apply workable solutions. (c) Existing objective statement. |
| IX.16 | Additional resources -- articles from State Voc. Ed. publication sent to schools three to four years ago, completed through Montclair College; newspaper, magazine articles; Erma Bombeck's new book; and VCR Tape Women, Work and Babies. |
| IX.17 | Activity one is too juvenile. |
| | SUGGESTION: Immature illustrations. Consolidate pages 17 and 18 into one. |
| IX.18 | Too juvenile. |
| | SUGGESTION: Move to unit two. (other reordering suggested) |
| IX.19 | SUGGESTIONS: (1) Rename section two "List Items You Would Like in Life" and delete list. Have students generate the list. |
| | (2) Have students prepare a collage rather than written responses. |
| IX.20 | SUGGESTION: Move activity to unit two. (other reordering suggested) |

*MODULE IX*

| *PAGE* | *COMMENT* |
|---|---|
| *IX.21* | *SUGGESTION: Move activity to unit two. (other reordering suggested)* |
| *IX.22* | *SUGGESTION: Move activity to unit two. (other reordering suggested) Directions should be placed before activity sheets.* |
| *IX.23* | *SUGGESTION: Move activity to unit two. (other reordering suggested)* |
| *IX.24* | *SUGGESTIONS: (1) Reword phrase "stand in relation to completing your high school..."*<br>*(2) Move activity to unit two. (other reordering suggested)* |
| *IX.25* | *Activity is not appropriate for afterschool, dropout program.*<br>*SUGGESTION: Move activity to unit three. (other reordering suggested)* |
| *IX.26* | *SUGGESTION: Move activity to unit three. (other reordering suggested)* |
| *IX.27* | *SUGGESTIONS: (1) Move activity to unit one. (other reordering suggested)*<br>*(2) Delete "fairly" from last line of situation one.* |
| *IX.28* | *SUGGESTIONS: (1) Move activity to unit two. (other reordering suggested)*<br>*(2) Change name from "evaluation" to "activity."*<br>*(3) Move question at the bottom of the page to the end of the unit.*<br>*(4) Substitute "situation" for the word "circumstances" in the first statement.* |
| *IX.29* | *Additional Resources: <u>Creative Living: Basic Concepts in Home Economics</u>. Encino, CA: Glenco Publishing Co., 1985. and VCR Tapes Women, Work, and Babies.* |

## MODULE IX

| PAGE | COMMENT |
|---|---|
| NOTE | Suggested Reordering of Activity Pages: |

1 - IX.27
2 - IX.22
3 - IX.24
4 - IX.28
5 - IX.17
6 - IX.18
7 - IX.19
8 - IX.20
9 - IX.21
10 - IX.23
11 - IX.25
12 - IX.26
13 - IX.29

## MODULE X

### COMMENTS WRITTEN ON SHEETS

| PAGE | COMMENT |
|---|---|
| X.1 | SUGGESTIONS: (1) Substitute the word "list" for the word "analyze" in the first objective.<br><br>(2) Delete objective four.<br><br>(3) Information on housing and WIC is needed. |
| X.5 | SUGGESTION: Substitute the word "evaluate" for the word "analyze" in the objective statement and in suggested learning activity four.<br><br>Although we did not use actual expenditures of <u>one</u> student, we did discuss the costs of the activities involved. I do not have any students who are self-supporting. We took a salary of $150.00 net per week and tried to budget their expenditures. They were able to see how little they could do with smaller incomes. (teacher's comment)<br><br>A student opened a checking account after suggested learning activity six was discussed. |
| X.7 | SUGGESTIONS: RE: suggested learning activity four<br><br>(1) Discuss interest rates and added costs of buying beyond what can be afforded.<br><br>(2) Discuss reasons to use credit and establish a positive credit rating.<br><br>See photocopies of checks. This form was a little clearer for students. |
| X.9 | SUGGESTION: Delete suggested learning activity two due to time element and lack of student interest. |
| X.11 | Portion of suggested learning activity four -- having students select a product or service to research -- was not used due to lack of time. |
| X.13 | SUGGESTION: Additional suggested learning activity - do a cost and taste comparison of canned and frozen products of different brands. We used green beans and chocolate chip cookies. |

MODULE X

| PAGE | COMMENT |
|---|---|
| X.19 | SUGGESTION: Add "legal aid" to the suggested learning activities. |
| X.21 | SUGGESTIONS: (1) Delete first suggested learning activity.<br>(2) Add "credit cards" to suggested learning activity three. |
| X.24 | SUGGESTION: Give example of simple budget. Example from Succeeding in World of Work workbook. |
| X.26 | SUGGESTIONS: (1) Give sample check written and a page with a check to use.<br>(2) Use another type of register as used in banks.<br>(3) Add check numbers for transactions of January 11, January 12 and February 2. |
| | Alternative check writing activity sheet attached. |
| X.27 | Where is Bank Statement? |
| X.29 | This was a difficult assignment to understand. |
| X.32 | Inappropriate. |
| | SUGGESTION: Delete -- The students have seen this. |

*ATTACHMENTS*

*EVALUATION FORMS*

MEETING THE NEEDS OF SCHOOL AGE PREGNANT AND PARENTING STUDENTS

Module # _____ Name _____

## EVALUATION CHECKLIST

**OBJECTIVES:**

1. The number of objectives for this module was:
   _____ just right _____ too few _____ too many
2. How appropriate were the objectives for meeting the needs of school age pregnant and parenting students?
   _____ very _____ somewhat _____ inappropriate
3. How easy was it to measure the accomplishment of the objectives?
   _____ easy _____ difficult _____ did not measure
4. How closely did objectives relate to the module title?
   _____ close _____ somewhat close _____ not related

**SUGGESTED LEARNING ACTIVITIES:**

1. Is the number of learning activities provided sufficient to achieve the objectives?
   _____ yes _____ no, too few, _____ no, too many
2. Do the exercises emphasize the skills and knowledge needed by school age pregnant and parenting students? _____ yes _____ no. If no please comment.

_____

_____

3. Is the level of difficulty of the activities appropriate?
   _____ yes _____ no, too easy _____ no, too difficult
4. Do the suggested learning activities address the needs of school age pregnant and parenting students? _____ yes _____ no If no please comment.

_____

_____

**EVALUATION:**

1. Are the suggested evaluation techniques in the module appropriate for measuring the stated objectives?
   _____ yes _____ no. If no please comment.

_____

_____

2. Is the module content accurate? Is all information correct and complete? _____ yes _____ no If no, please comment.

_____

_____

3. Is the module's sequence logical? ___ yes ___ no. If no please comment.

_____

_____

**PLEASE MAKE MODIFICATIONS DIRECTLY ON THE MODULE PAGES BASED ON YOUR CHECKLIST RESPONSES.**

Thank you

BEST COPY AVAILABLE

MEETING THE NEEDS OF SCHOOL AGE PREGNANT AND PARENTING STUDENTS:
A CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

## GENERAL INSTRUCTIONS

Name _____ School _____

School Telephone _____ Best time to call _____

Home Telephone _____ Best time to call _____

Module _____ Date taught from _____ to _____

Total days _____.

**READ**

Reading through the curriculum guide will give you a feel for its purpose, organization, and content.

Teach Module I first, followed by Module II. Teach Module X last. All other modules should be taught in the order that best meets the needs and interests of your students.

Before you teach each module, review the entire module, rearrange the units and/or the materials, if necessary.

**CORRECT**

Follow the instructions for revisions on page 2.

**ADD**

Follow the instructions for additions on pages 2-3.

**REFERENCES**

When returning each module, include all activity sheets, tests, and other materials you developed. Whenever possible, they will be included in the final copy of this curriculum guide.

# EVALUATION FORM FOR FIELD TEST TEAM

Directions for the validation of the --

OBJECTIVES, LEARNING ACTIVITIES, EVALUATION TECHNIQUES, REFERENCES/RESOURCES

---

Make notes, additions, eliminations and revisions IN RED DIRECTLY ON THE CURRICULUM GUIDE.

1. Place a star (*) next to the material that was most successful.
2. Draw a circle around material that should be changed. State why, and write in the revision.
3. Draw an X through material to be eliminated and briefly state why. Example: Redundant, uninteresting, too long, not practical, too many the same, not appropriate.
4. Additions - if there are any objectives, learning activities, evaluation techniques, and/or references/resources, write them directly on the module or insert pages at the appropriate spot.

HSPT SKILLS

1. Evaluate HSPT Skills and make additions or deletions IN RED DIRECTLY ON THE CURRICULUM GUIDE.

AUDIO-VISUAL AIDS

Please note: The audio-visual aids should be used to illustrate a point, reinforce an objective and initiate discussions. Each one should be previewed by the teacher prior to showing and followed by a learning activity, such as class discussion, questions, student opinions, etc.

1. Note your reactions to the audio-visual aids where they are listed under references and resources.
2. Which audio-visual aids were not used? Why? Example: Lack of time, too many the same, not appropriate, do not have proper equipment, forgot to buy visual, etc.

**EACH REVISED MODULE IS TO BE RETURNED WITH THE EVALUATION FORM**

If you wish to retain the module, you may make a photocopy.

EVALUATION FORM FOR FIELD TEST TEAM

ANSWER THESE QUESTIONS DIRECTLY ON THIS EVALUATION FORM. Additional sheets of paper may be attached.

1. Did you teach the units in the order written? _____ If not, state the revised sequence.

2. Should any unit or part of a unit be changed to a different module? State the revision.

3. Should any objectives, learning activities and/or evaluation techniques be added? State where and how the material should be used.

4. Should any references and resources be added? State where and how the material should be used. Include title, publisher, complete address and publication date.

EVALUATION FORM FOR FIELD TEST TEAM--Continued

5. Has any topic been omitted or insufficiently developed? Please provide resource information.

6. Do you think the material presented here is geared to the needs, concerns and interests of seventh through twelfth grade students in urban, suburban and rural schools? State any changes that should be made.

7. What were your feelings about teaching this module?

8. How did your students react to this module?

QUESTIONS??? Telephone:

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